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ABSTRACT

This report presents concepts, procedures, and instruments to be used in studying staff development in educational settings. The report has been structured as a set of guidelines designed to help state agencies, county offices, teacher centers, universities, school districts, and local school faculties collaborate in investigating the dynamics of the staff development activities presently participated in by education personnel. The information thus collected can be used to design more favorable conditions under which educators can increase their skills and invigorate their professional lives. The report's main purpose is to achieve an active practical program for the improvement of staff development in the schools. The report provides an overview of the program, outlines the design of inquiries into the ecology of staff development, explains the interviewing process, discusses the questionnaires used, shows how to use the interview and questionnaire data to create profiles of individuals and of schools, discusses the use of feedback, and summarizes the projected full-scale operation of the plan and outlines the first workshop for a training task force. (Author/IRT)

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THE CALIFORNIA STAFF DEVELOPMENT STUDY: INSTRUMENTS AND GUIDELINES FOR IMPLEMENTATION IN SCHOOLS

Prepared for the
Office of Program Evaluation and Research
California State Department of Education

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This section explains how schools, districts, regional agencies, and state officials can organize investigations, the types of questions which can be answered and how collection, analysis, and feedback can be orchestrated.

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In this section the processes of interviewing are explained and materials are provided for training interviewers. Print materials are accompanied by interview guides and television tapes explaining the interview process and providing sample interviews. This material is sufficient to carry on workshops to train interviewers at each level.

Section IV: The Questionnaire: Skeletal Information 37

This section includes questionnaires for teachers, community members, building principals, and district officials together with information about administration, management of data and feedback to the agencies concerned. This material is sufficient to organize workshops to train personnel to deliver and retrieve questionnaires and manage formative feedback processes.

Section V: Profile of an Individual 58

Through examples, this section shows how interview and questionnaire data can be combined to draw pictures of the staff development lives of individual educators. These profiles are one of the two fundamental products of the study--a picture of how the lives of individuals are affected by the facilitative services surrounding them.

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This material describes, again through illustration, how profiles of individual schools can be developed. These profiles constitute the second important substantive product of the investigations. They can be used to compare schools which are recipients of various combinations of services so that an assessment can be made of the usefulness of various kinds of resources.

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The philosophy of the endeavor provides that data collection be carried on at all levels of the organization and that feedback be provided to teachers, administrators, and members of regional and state agencies. This process is described and illustrated in this section.

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This section summarizes the projected full-scale operation of the plan and outlines the first workshop for training task forces.

APPENDICES

The Appendices consist of materials which are used in conjunction with the above sections to train personnel to organize and carry out studies, manage information, and provide feedback.

Appendix A: The Beginning: Report of the Preparatory Study

This appendix describes the rationale for this particular method of inquiry.

Appendix B: The Interview Guide

The most important instrument is the interview. This guide, together with Section III and the tapes that are described below, provide the material for training interviewers.

Appendix C: Questionnaires

Questionnaires are included for: Teachers, Community Members, Building Principals, District Officials, and School Board Members. The questionnaire and interview guide are combined for the Building Principal, District Officials, and School Board members.

Appendix D:	National Inservice Education Study Summary This section summarizes responses to a questionnaire of school personnel from California, Georgia, Michigan and the National Urban/Rural School Development Program. There are three parts: D-1 Responses by item D-2 Correlations between selected items D-3 Information about quality of items.
Appendix E:	Request for Proposals to Develop the Methodology for an Evaluation of Staff Development in California. In this section is the background and scope of work that these instruments and guidelines respond to.

TELEVISION TAPES:

Tape A.	Orientation - describes the background and approach to the study of staff development.
Tape B.	Interviewing Describes the structure of the interview guide and provides an overview to the process of interviewing.
Tape C-1	An Interview with Pam X.
Tape C-2	An Interview with Lou Y.
Tape C-3	An Interview with Mary Z. These are uncut interviews and are used partly to train interviewers and partly to incroduce task force members to the procedures of the inquiry. A guide accompanies each tape, C-1, C-2, and C-3.
Tape D	A Conversation About Staff Development This tape also is used in introductory workshops.

SECTION I

OVERVIEW: FORMATIVE INQUIRY INTO STAFF DEVELOPMENT

The material in this report may be thought of as a set of concepts, procedures and instruments for studying staff development in natural educational settings. The report has been structured as a set of guidelines designed to help state agencies, county offices, teacher centers, universities, school districts and local school faculties to collaborate in investigating the dynamics of the staff development activities presently participated in by education personnel. The information thus collected can be used to design more favorable conditions under which educators can increase their skills and invigorate their professional lives. Such a study will be especially timely because we are in the early stages of a burgeoning period of staff development, when the conditions surrounding it are undergoing serious examination and new initiatives are being made at the federal, state, regional, district and local levels. As these initiatives are implemented it is essential to understand how they interact with life in schools so that replanning and redirection can proceed from a thorough knowledge base.

These materials focus on what we call the ecology of staff development. The ecology of staff development emphasizes the personal and organizational contexts in which staff development occurs. The concept of ecology steers the inquiry toward an examination of the formal and informal systems in which staff development occurs, and toward the interaction of events, individuals and environments. We have drawn upon the work of Homans (1950) to conceptualize this ecology. A crucial finding in our preliminary investigations is that staff development practices and results are greatly influenced by this ecology. In turn, we

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[1] George C. Homans, The Human Group (New York: Harcourt, Brace and World, 1950).

believe that substantial improvement in staff development can be brought about by understanding and improving this ecological system. Appendix A expands our rationale for this mode of inquiry and Tape A presents a further overview of the study in a form suitable for use with a wide variety of role groups. At this time, please read Appendix A and view Tape A.

The Formative Evaluation Process

The study of staff development outlined in these materials is not an idle, academic exercise. Its main purpose is to achieve an active practical program for the improvement of staff development in the schools. Solid improvement can be more readily achieved if it rests on a sound data base and if those involved are themselves an integral part of the process of inquiry.

Central to the data collection activities and effectiveness of the proposed effort to improve staff development is a formative evaluation process. We envision staff development study teams and task forces at the school faculty level, the district level, in county offices, teacher centers, professional organizations, universities, and in the State Department of Education. These study teams and task forces would be broadly representative of role groups associated with staff development efforts. This report makes available interview guides and questionnaires which teams of teachers and administrators can use to explore staff development activities and the context in which they take place. The report contains training materials on interviewing and instructions for analyzing the data thus obtained to develop profiles of staff development of individuals, schools, and other organizations. In addition, there are a set of questionnaires for teachers, school administrators, school boards and community members together with designs for sampling and for delivering and retrieving the questionnaires, and analyzing and using the data. Following the collection of the data, the information can be fed back to each of these organizational entities and categories of personnel for their use in replanning and redirecting activities and, most important, reshaping the context in which they take place.

The materials are designed to be used in the following ways:

(1) in orientation workshops for task forces,

(2) as orientation for persons to be interviewed or who use questionnaires,

(3) for the training of interviewers and networks of persons who will deliver questionnaires,

(4) as guides for data analysis, and

(5) as guides for feedback which leads to constructive action.

The conceptual framework, procedures and instruments in the report would be combined in different ways for each of these uses.

The report is designed for investigations of staff development initiated by any of the following:

A School Faculty

Faculty members and building administrators, possibly with community members, can initiate an inquiry into the state of staff development in their school.

The School District

Districts may initiate inquiries into some or all of their schools. Because the instruments are designed to require that data collection be performed by local school personnel it would be necessary for the district to establish a task force of personnel from the schools to be studied.

Regional Service Agencies

County offices, teacher centers, and universities provide services to a variety of schools and school districts. The material is designed so that these agencies can initiate inquiries into staff development in the region served. Again, because the data collection is designed in such a way that teachers and local administrators are the primary agents of data collection, it is necessary for the district to establish a task force and provide information and instruction on the use of the interviews and questionnaires.

Professional Organizations

Both in order to deliver services more effectively and to obtain a better picture of how to help other agencies provide services directly to their clientele, professional organizations may have an interest in initiating studies in staff development. In that case, they would behave very much as regional agencies and follow the same procedures which are outlined above for regional groups.

The State Education Agency

Partly in order to redirect services and partly to assess the effects of various initiatives the state education agency may initiate inquiries, probably into a variety of regions. For this purpose it may organize the areas to be covered by counties, areas served by universities--in other words it may organize its inquiry into a series of regional studies. A task force consisting of state officials, representatives of professional organizations, representatives from regional agencies and school districts may be organized to coordinate the series of regional studies.

In all cases, that is whether the initiative for an investigation comes from the school, the district, a regional agency, a professional organization or the state, data collection will be primarily by local personnel and coordination and training in collecting and handling data, analyzing it, and providing feedback will be necessary.

OVERVIEW OF INSTRUMENTATION

The study will be conducted primarily by means of questionnaires and interview guides. As described in Section III, the interviews are designed to examine the dynamics of the lives of individuals and the ecology of staff development in schools, whereas the questionnaires are designed to provide quantitative data about a number of types of staff development activities, especially the extent to which education professionals participate in them, the kinds of services received, and attitudes toward a variety of problems and ways to solve them.

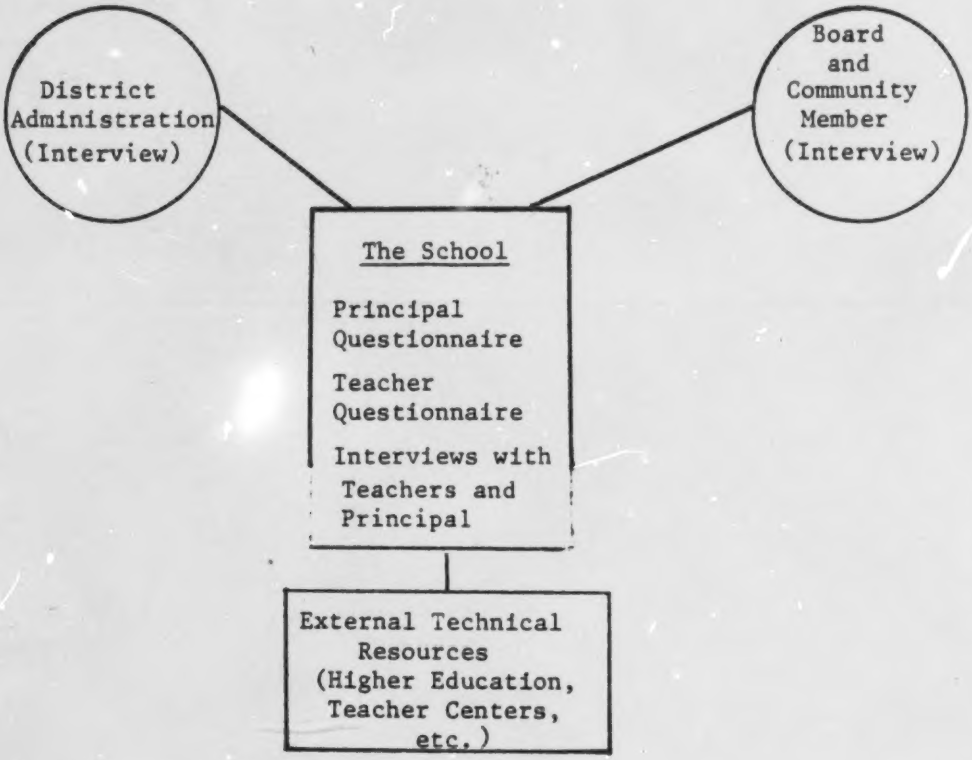
The relationship of the interview to questionnaire data is quite important. Because the dynamics of staff development are probably more important than a sheer quantitative assessment of the kinds of activities engaged in and the conditions under which they take place, the interviews are the primary tools for exploring the dynamics of life in schools. In turn, we found that questionnaires cannot penetrate the issue of the ecology of staff development when used in isolation. Consequently, questionnaire data can be useful but probably only if interpreted through in-depth case studies of individuals and schools.

Operationally, the relationship between interview and questionnaire data is illustrated in the following example. If a teacher center or staff development center, a district or county office wish to obtain information it might send questionnaires to all of the schools served, analyze the information and select a number of schools where case studies would be conducted through interviews. Questionnaires would provide a limited quantitative picture and the interviews would explore the dynamics of activities and situations.

The place of questionnaires and interviews in this inquiry may be seen in the following diagram:

QUESTIONNAIRES AND INTERVIEWS

Informants From Inside and Outside the School


District Administration (Interview)
Board and Community Member (Interview)
The School
Principal Questionnaire
Teacher Questionnaire
Interviews with Teachers and Principal
External Technical Resources (Higher Education, Teacher Centers, etc.)

SECTION II

THE DESIGN OF INQUIRIES INTO THE ECOLOGY OF STAFF DEVELOPMENT

As we indicated in Section I these guidelines are designed to support inquiries into staff development which may be initiated by the State Department or by units with responsibility for much smaller areas; individual schools, school districts, what we term regional agencies, that is, county offices, universities and teacher centers which offer services to a number of school districts in a large population can all use the methods which we have brought together in these guidelines. In this section procedures are presented for organizing inquiries at all of these levels. The types of organizations and the kinds of questions to be answered and the actual conduct of investigations will differ widely depending on who is conducting the investigation. For all of the inquiries to take place it is important that there be a data management unit responsible for handling the information which is collected and for feeding it back to the various levels that are involved.

The Data Management Unit

Whether schools, districts, regional agencies, or professional organizations or the state are conducting the inquiry, data collection will be at the closest level to the school that can be managed. Optimally whether any of these agencies are conducting these studies the questionnaires will be administered and interviews conducted by teams of teachers and school administrators which we refer to as the School Site Staff Development Team. Once the interviews have been conducted and questionnaires have been retrieved the data will be analyzed by a data management unit organized at the state, county or district level. This unit will be responsible for analyzing questionnaire data and the interview protocols and presenting the results of the analysis to the Staff Development Task Forces which in turn will feed the data back to the unit that they represent. However, for task forces to function effectively they need to be familiar with the questionnaires, interview guides and the process which will be followed to analyze the data and make it available for feedback.

It is important to note that the content analysis of the interviews and the preparation of profiles of individuals and schools are both substantively difficult processes. Although the procedures for content analysis and for handling the data are explained in the guidelines, training to perform the content analysis is a matter of several weeks work and a special unit is required. The data management unit needs to relate closely to the organizational elements which operate at each level of the study. Most important, the data managers will be feeding the results of analysis back to the task forces which in turn will be relaying the results to each entity involved in every inquiry. The data management unit plays a major role in training personnel to conduct interviews and deliver questionnaires. The data managers must meet regularly with the task forces to work out the best mechanisms for developing a smooth flow of information for feedback.

A School Faculty-Generated Investigation

When a school faculty is conducting its own self-study the following plan is suggested. The school should organize itself by appointing a staff development study team that will be responsible for conducting interviews, relaying the data to the content analysis unit, and organizing the results for feedback to the faculty. Members of the team should conduct the interviews as described in Section III, administer the questionnaires as described in Section IV, organize the feedback to the faculty as described in Section VII. The important technical aspect of the study is one of data collection through questionnaires and interviews.

The six-step process for conducting a school-faculty generated study might be as follows:

1. Form the School Site Staff Development Study Team. The team ought to be broadly representative of role groups involved in staff development. The role groups should include: (a) decision makers about staff development, (b) recipients of staff development, and/or (c) providers of staff development.

2. Develop ownership and involvement of the whole staff and strengthen communication links with relevant outside groups.

3. Develop a focus for the inquiry. The School Site Staff Development Study Team will want to work with the entire school staff in developing a general orientation toward the types of questions which the study will help answer, and formulate a specific list of such questions. Some schools will want to emphasize using the study as a needs assessment for overall planning/improvement of staff development; other schools may want to focus on the improvement of staff development associated with state or federal initiatives. The choice is one of emphasis in the study. The School Site Staff Development Study Team should also establish the general approach to providing feedback including such things as audiences, formats, deliverers.

4. Select questionnaire and interview respondents and administer questionnaires. Sampling might proceed as follows:

District Administrators and School Board Members. Select the two administrators and a School Board Member who in the opinion of the faculty have the closest relationship with the school and interview them using the questionnaire guide for district administrators and the one for school board members.

Principal. The principal should, of course, get the principal's questionnaire and may elect to fill it out with the aid of an assistant principal, if there is one, and, quite possibly department chairmen.

Teachers. It would be preferable if all of the teachers in the school filled out the questionniare for teachers. If for any reason there is reluctance among some faculty members, an optimum minimum sampling plan could be designed for each grade or department: for example, two persons for each grade if it is an elementary school and two persons per department if it is a secondary school. If there is only one member of the department then that person would constitute the sample for the department.

We believe that the optimal conditions for delivery to teachers is to utilize an already scheduled faculty meeting or department meetings. The chief advantage of this is that it ensures that each individual will fill out the questionnaire without having discussed the items with neighbors and being influenced by them.

Community members. Select at random one home room or class (use a table of random numbers for the selection or draw names out of a hat). Questionnaires should be delivered to nine parents from that classroom. Experience has indicated to us that, even without follow-up, about five of the nine will be returned and, despite the obvious bias introduced through the loss of numbers, we have found that information from five persons is very useful. Obviously, a sample of parents from every class or home room is better.

We recommend that there be follow-up with an attempt to get all questionnaires returned. Phone calls to the parents or reminder notices sent through the children will generally bring the response rate up.

An Interview Team. An interview team should be organized and trained (see Section III) and interviews conducted with appropriate numbers of teachers.

Data Analysis. The data will be analyzed by the data management team and fed back to the school task force (see Sections V, VI, and VII). It is important that the task force identify, prior to the beginning of the investigation, the questions it most wishes to have answered and that the data management team be fully cognizant of those questions. Schools may be interested in questions like the following:

a. What kinds of staff development activities are we engaging in?

b. Which ones are we learning the most from?

c. How much are we helping each other?

d. How much do we use external resources?

e. How much agreement do we have about the basic purposes of our school?

f. How congruent are we with our community?

g. How close are the views of teachers to those of administrators inside and outside the building?

h. What can we do to generate more time and resources for our staff development activities?

These kinds of questions by themselves will not solve problems but they lead to the development of a data base which can be reflected on in order to make changes. For example, a school may find that the district is attempting to provide resources which are not being used effectively and adjustments may be made in the structure of those resources and the kinds of delivery that are used.

A District-Generated Inquiry

Districts vary in size so much that sampling should take into account the different degrees of complexity of organization. Generally speaking, we would recommend that the district be divided into clusters of schools, preferably built around a high school and its feeder schools. The most comprehensive plan would be to establish a task force for each cluster of schools, which in turn would establish task forces within each school and matters would then proceed as in the school-faculty-generated plan above. If that is not practical, the same sampling plans might be utilized but delivery arranged by the cluster task force. After orienting each school faculty to the purposes of the study an interview team would be established within each school and one or another of the two optional sampling plans above utilized within the district. Feedback of results could then be arranged through the faculty's cluster task forces and the district task force.

If it is not possible to organize cluster task forces in such a way that every school will be reached (that is, if it is not possible for reasons of size or organizational complexity to organize cluster task forces that would reach every school in the district), it is suggested that the clusters be sampled utilizing a stratification plan that would fit the demography of the area. For example, in a large city there may be an "inner city" cluster, a "moderate income" cluster, and a "higher income" cluster.

The conduct of studies is somewhat more complex in a large district. As much as possible it should be decentralized. The district task force can orient the cluster task forces and prepare them to coordinate the activities within their cluster. The cluster should establish school task forces to arrange delivery, retrieval and feedback at the local school level.

As the data are collected and given to the data management unit they are analyzed and then fed back to the district and school task forces.

Again, the feedback should be oriented around questions generated by these groups. For example, the district task force may want to know how the patterns of staff development differ from school to school and what is most effective both across the district and for individual schools. The district may also want to know how much utilization individual teachers and schools make of district-sponsored inservice activities and how initiatives of various kinds combine to effect "the staff development ecologies" of the schools.

Particular schools may generate the same kinds of questions that were outlined above when we were discussing school-faculty generated inquiries. It is extremely important also that the task forces be linked to other relevant persons within their units. For example, three teachers and a principal may constitute a school task force. It is important that not only they receive information but that that information be transmitted to the rest of the faculty and administrative group. Similarly, the district staff development task force needs to be closely connected to the other administrators and curriculum consultants for whom the information can be important.

County Office, Teacher Center, and University, and Professional Organization-Generated Inquiries

The problems of county offices, regional teacher centers, and univerisites are similar in that they attempt to provide facilitative services to an area containing considerable diversity in types of organizations. The optimal plan establishes a county or center task force. These operate as in the case above, so that an organization is developed which provides for maximum participation and data collection at the local level with feedback of information to each school, cluster and district within the region served. If this is not practical, for reasons of size, organizational complexity and resources, the county or regional center can sample districts on a stratified basis. This involves describing the districts within the regions served, classifying them by size and demography and then either working intensively within a sample of districts or within clusters of schools included in their organization. For example, in a large urban area, eight districts might be selected which vary in size and within those districts three or more clusters of schools can be selected to represent demographic patterns. Again, delivery requires liaison at the local school site level, as in a school-generated inquiry. The regional task force orients the district task forces which in turn orient the cluster task forces, which in their turn orient the school delivery teams. It is important that personnel at each level of such a delivery chain be fully acquainted with the purposes of the project and prepared to answer questions and provide follow-up.

A special note about the role of institutions of higher education (IHE's) may be in order. Apart from what IHE's may be or plan to be doing with regard to inquiries into their own staff or faculty development endeavors--a not unimportant matter, but one which is not dealt with in this statement--they have an important role in the studies here outlined. Not only do IHE's have resources and staff which would be helpful to schools in their staff development programs and which should be made known to them, IHE's actually deliver services and have their personnel engaged in inservice activities in schools--some in the immediate geographic area, but also often far afield. While schools, colleges, and departments of education and university extension departments are prominent in this regard, there are many other resources and personnel in other departments and divisions that have unique and highly relevant contributions to make. It is anticipated that as schools begin to undertake their inquiries into staff development, that the IHE's in the immediate service areas will become actively engaged as part of the task forces that are established. Higher education faculty can be useful in a wide variety of ways--in the planning task force, the interview teams, data gathering, analysis and interpretation and in providing feedback. In many ways, their distance from the immediate schools can add an important dimension of objectivity to the inquiry that will be helpful to all concerned. When individual and school staff development needs have been determined, the IHE will be particularly helpful in responding to those needs with special offerings and special personnel related to them.

Generally speaking, the regional agency is most interested in learning about the nature of the schools which it is to serve and the effectiveness of the programs that it offers. For example, a higher education institution needs to know about the levels of staff development in its area but also may be specifically interested in learning how much individuals and schools utilize university services and how much they feel they profit from them. By sampling a number of districts in their region and obtaining a picture of the staff development situation the regional agency puts itself in a position where it can reorient its services in relation to an understanding of the nature of its clientele and how effectively it has been able to deliver services in the past.

It is important that the regional agency task force, district task force, and school task forces, all identify questions which are important to them and that arrangements be made with the data management team to provide the information that results from the effort in such a way as to relate it as closely as possible to those questions which are asked.

State Level Inquiry

The organizational study at this level begins with the establishment of the state task force, including state officials, representatives from county offices, universities, regional centers, professional organizations, administrators, teachers, school boards and the public. This task force would have the same responsibility as the ones described above for the other levels except that there are more levels to coordinate. Again, sampling the entire state may be beyond the administrative capability or resources of the task force, in which case there are options. One is to work with several counties which represent a range of demography and within those either attempt to work with the entire population or to sample clusters as described above. A second option is to work with a selection of schools. In that case the sample used in the 1977 survey of Inservice Practices in California is recommended for two reasons.[1] First, it is a true random sample which achieves narrow confidence intervals. Second, all the schools have cooperated before and can be expected to cooperate a second time. Third, the sample is small enough (120 schools) to permit the establishment of a network-to-broker delivery and yet representative enough of variation in clientele and population density to permit conclusions to be drawn about differences due to those factors.

In addition, the sample is large enough to permit comparisons to be made of sites receiving various initiatives and combinations of initiatives.

The relationship of the different task forces and the data management unit at the various levels may be noted in the following diagram.

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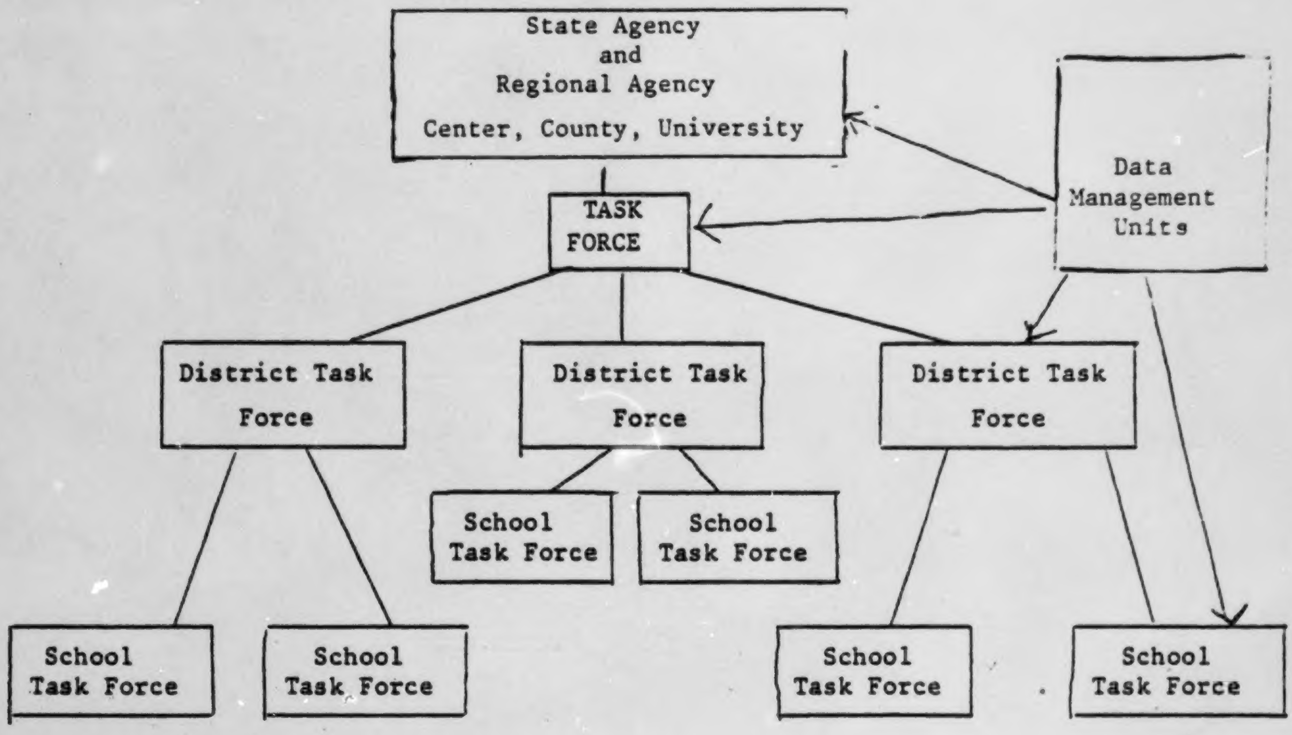
[1] Bruce Joyce, ed. Involvement (Syracuse: The National Dissemination Center, 1978).


State Agency
and
Regional Agency
Center, County, University
TASK FORCE
Data Management Units
District Task Force
District Task Force
District Task Force
School Task Force
School Task Force
School Task Force
School Task Force
School Task Force
School Task Force

SECTION III

THE INTERVIEW: BACKBONE OF THE EFFORT

Interviews are the centerpiece in the action studies of staff development set forth in these guidelines. The substance of the interviews is the staff development that is engaged in by teachers, building administrators, and other education personnel. Broadly defined staff development consists of the learning experiences which educational professionals draw from and apply to their work. These learning experiences occur in many forms. Some are quite formal, as in the case of university courses, district-offered workshops, and building-level activities. Others are quite informal, such as the interchange between teachers about curriculum, instruction, and children in the community. Some activities are engaged in by individuals in the course of their personal lives, e.g., reading, travel, hobbies, sports. Others are engaged in by faculties or teams of teachers who work together in the same environment. Still others include participation in projects to improve curriculum or schooling. The purposes of the interviews is to draw as complete a picture as possible of the range of activities engaged in by individual educators in their particular schools. Such a map will provide a qualitative picture of the kinds of things that people do which are likely to improve their knowledge of subject matter, their skill at teaching, and other aspects of their ability to fill their role competently. In addition to mapping staff development activities for individuals and for schools, the interviews are designed to develop an understanding of the "social ecology" within which educational professionals work. The question to be answered here is what are the dynamics of the socio-professional situation which facilitate or retard opportunities to develop and to stay alive as an education professional. The results of the interviews will be used in several ways. First, they will help the faculties of schools and the administration of school districts to obtain as clear a picture as possible of the amount and kinds of staff development activities which are engaged in and how the picture in their situation compares with that in others. Second, they will be used to help faculties and district administrators understand more clearly the dynamics which facilitate and inhibit staff development of various kinds. The third use will be to assess the impact of efforts to improve staff development over time.

WHO SHOULD DO THE INTERVIEWING

We believe that the most productive interviews are carried out by teams of two persons, for example two teachers or a teacher and a building or district level administrator. Teachers from nearby higher education institutions can sometimes be used. Perspective is important in interviewing and the perspectives of teachers and administrators are often different enough to make an interview more productive when they team up. Even though teaming is preferable, it may not always be feasible. One teacher interviewing another teacher can be very productive. One important aim of the process is to encourage professionals to become engaged in a dialogue about their inservice education.

WHO SHOULD BE INTERVIEWED

The focus of the interview is upon the education practitioner in the school setting. The interview team should interview as many teachers and administrators within a given school setting as feasible. The optimal number is everyone in the setting.

HOW LONG THE INTERVIEWS TAKE

A complete interview takes about forty-five minutes. Because it is sometimes difficult for practitioners to free themselves for forty-five minutes at one time, interviews may be conducted in two sessions.

WHEN INTERVIEWS SHOULD BE CONDUCTED

During regular working hours. Most teachers and administrators can be free for fifteen, twenty minutes or even thirty minutes, once or twice during the day. We have found that if an interview team "hangs around" a school for a couple of days they can find times to interview nearly everyone in the faculty and the administration.

HOW INTERVIEWS ARE INTRODUCED

In the workshops to prepare interviewers you will see a number of videotapes describing the purpose of the interviews and how they are conducted. You will see examples of interviews. These tapes and some of the print materials which accompany them are available to structure the interview process and to describe the kind of feedback that individuals and faculties can expect to have once the interviews are completed. Optimally, the interview team attends a faculty or a department meeting, if the faculty is a large one, and explains the process, using the videotapes and the appropriate print materials. The field test interviews appear to have been enjoyable for the interviewees and the information brought out useful to them. Little resistance is to be expected.

WHAT THE INTERVIEWS YIELD

The interviews, combined with the questionnaires, yield a profile of the staff development ecology of individuals and schools. The Profile of an Individual (see Section V) focuses on the types of activities engaged in and the ways professionals interact with the social system within which they work. The Profile of a School (see Section VI) deals more with the dynamics of the school faculty--the nature of its internal system, its interface with external systems, and the relationship between the internal and external systems and growth options for individuals--the climate, the social milieu within which professionals operate. In this section we describe the selection of interview teams and the personnel to be interviewed, introduce the interview guide and the process of interviewing, and describe how to make records of the interviews and generate profiles of individuals.

THE ART AND SKILL OF INTERVIEWING

The Interview Team

The two-person interview teams working in any given school should include a teacher and a school administrator or representative of the office which seeks to collect the information. Representatives of interested regional agencies, such as institutions of higher education, should be included as appropriate. Each member of the interview team needs to be thoroughly familiar with the interview guide, the process of interviewing, and take the notes which will be the data retrieved from the interviews. In a school-generated inquiry, the faculty may select two of their members who will conduct the interviews. It is often worthwhile if the principal or another administrator is included on the team and participates in at least some of the interviews. At the district level sets of teams can be identified from some of the schools to be studied and those teams may either work in their own school or in neighboring schools depending on the kinds of arrangements that are most practical. Experimentation with different "mixes" of personnel will be useful and the appropriate mix will vary from situation to situation. Counties, teacher centers, universities, professional organizations and state agencies can identify interviewer teams made up of teachers, school administrators and higher education personnel working in the areas to be studied. The teams can be prepared to collect data both in their own school setting and in others as well.

Selection of Personnel to be Interviewed

The focus of the inquiry is on the school site and individuals within it. Optimally everyone is interviewed although at times it may not be possible to include everyone. For a large-scale investigation, a regional agency might choose the "minimum optimal" sample of two per site, but there would be a tremendous loss of information both about the dynamics and variety in the setting. When there is a problem of resources, interviewing more people in fewer sites is a better choice than sampling many sites with few people in each. Thus, we suggest the following guides to sample selection for schools of different sizes.

Number of staff in school	Minimum Sample
Ten or fewer	Entire faculty
Ten to twenty	Ten
Twenty to thirty	Fifteen stratified across grades and subjects
Thirty to forty	Fifteen to twenty stratified across grades and subjects
Over forty	Twenty stratified as above

The interviews take approximately forty-five minutes apiece so the investment in time for a team to interview ten people is approximately seven and a half hours. For twenty it is about fifteen hours.

These numbers are adequate to describe the dynamics of conditions that give rise to staff development within a school and yield a fairly clear indication of the variation in the rate and nature of individual participation. However, we have found many unique individuals who profit from odd corners of the environment in unsuspected ways so that every individual who is not interviewed represents a clear loss of information.

Conducting the Interview

Given the great variety and diversity of patterns of staff development an interview needs to be quite nondirective and to elicit free and exploratory conversation from the interviewee. The interview guides have been structured to elicit the interviewee's own story, told in his/her own way, in the first stages. As the interview progresses the questions become more specific.

The interview guide is accompanied by videotapes B and C 1, 2, and 3. Tape B describes the process of interviewing and Tapes C 1, 2, and 3 provide examples of interviews.

It is recommended at this point that you read the interview guide (Appendix B thoroughly and view the tapes, B first, and then C-1, C-2, and C-3. As you read this section, you will need to have a guide at hand to refer to.

The interview guide provides information about the purpose of the interview and its structure and the tape describes the general methodology of the interview. The sample interviews are designed to provide illustrations of the format of the interview and the order and structure of the questions. The interview is not complete until the interviewer has a relatively complete picture of the community, the formal and informal system of the school, the kinds of staff development activities engaged in by the individual being interviewed, and the interaction between the leadership dynamics of the school and its internal and external systems. The individual and school staff development profiles drawn in Sections V and VI illustrate the considerable variation in settings and the ways individuals use the same settings. Teachers in a given school differ widely in the amount of staff development activities they engage in and possibly even more widely in the ones they can and do profit from. Some exploit the university, others emphasize district offerings. Some generate activities with other faculty members and still others have rich and diversified personal programs of study, both formal and informal.

Settings vary in the extent to which they "pull" greater levels of activity by influencing the individual staff members. Some schools use team teaching plans and have much formal and informal interaction where teachers and supervisors visit one another regularly and help each other to plan, to analyze their teaching, and to generate self-development activities. In other schools, visitation between teachers is rare and there is no organized system for facilitating the staff in their quest to understand teaching and to improve it. The interview team seeks to identify the tendency of individuals to engage in varieties of activities and to develop a profile which will map as closely as possible their actual participation and the uses they make of that participation in terms of ideas, skills, and orientations which they can use in their teaching. The technique is to ask things as, "Is there anything further?" "Can you think of anything else?" Similarly, the interviewer wants to persist until an understanding is developed about the dynamics of the school's internal system and its relationship to the external systems which are its social matrix. In each area to be covered the interviewer tries to begin as open-endedly as possible. Elict responses in the interviewee's own terms and then probe by asking questions such as, "Can you think of anything else in this area?"

Taking Notes

We have found that it is more useful to take notes than to tape record the interviews and transcribe later. In addition to saving time and expense, the taking of notes *in situ* helps the interviewer keep close track of what is being said and the interviewer can direct notes to themselves as questions are discussed, reminding themselves to insert other questions later. Some find it possible to take rather complete notes--others develop their own shorthand and then provide time immediately after to expand and to change the cryptic notes. A set of notes of an interview with a teacher appears in Section V when the development of the Profile for Individuals is discussed. Familiarize yourself with this protocol for it represents the density and types of notes we have found useful for later analysis.

THE CONTENT ANALYSIS MAP

In taking notes, keep in mind the content analysis which will later take place. The content analysis map is of key importance. (Refer to the Interview Guide in Appendix B). It should be thoroughly internalized by the interviewer, so much so that it can be freely drawn upon as opportunity arises in the spontaneous development of the interview. It should not be used to interrupt or direct the free-flowing nature of the interview. However, the information which is obtained should be so complete as to be analyzable in terms of the following topics.

The Community

The demographic nature of the community, its attitudes towards education, views toward the particular school and involvement with the school and district are the important categories. The community serves as one of the external systems within which the school operates and its connectedness with the school and the productive energy which is derived from the interaction between school and community represent important factors in generating lively ecologies. Specific sub-categories include: Who lives here? How long have they been here? Is the community stable or migratory? Are its educational values in any way related to the socio-economic status of the people?

Demographic Nature of the Community. Important within this category are the ethnicity, socio-economic characteristics, linguistic patterns of community members, the type of community (whether urban, suburban, or rural) and the homogeneity, diversity and integrativeness of segments of the community.

Attitudes Toward Education. What are the central educational values of the community? Are they homogeneous or diverse? Do community members take an affirmative or a punitive view toward the children? Do they see the school as maintaining status, aiding upward mobility, or expanding the horizons of the children beyond those of the present generation?

Views of the School. Is the community positive toward the school? Does it feel that the school is serving it adequately? Is it aloof and disinterested or active and aggressive?

Involvement With the School and School District. To what extent do community members cooperate with education professionals on behalf of their children? How much variety is there in involvement? Are the community members frightened of the school in any way? How much of the involvement is formal and how much is informal? Have there been any recent changes?

The School

The important characteristics to be ascertained describe the nature of the internal system of the school and its educational climate. Patterns of behavior of faculty members and administrators are critical.

The important elements of the internal system are the norms or expected behavior within the school, the values, especially beliefs about education and children, sanctions which are used to encourage and discourage behavior, roles or patterns of behavior that accrue to particular individuals and formal and informal decision-making structures.

School climate refers to the texture of the educational environment--the substance and kinds of inquiry which are encouraged, the social interaction between children and staff members, and the normative methods of teaching which are used.

Internal System

Norms. Norms are the expected patterns of behavior within any human group. The important normative behaviors here are the patterns of interaction between teachers and between teachers and children, administrators, and others. For example, some schools are relatively informal and others are quite formal. Some have a high density of communication between individuals and others have a low density. In some schools, faculty members get to know one another as individuals and obtain a great deal of information about their personal lives, while in others the interchanges are relatively impersonal. Professionals in some schools share a great deal and in others they are relatively aloof and isolated. In all instances the prevailing patterns are the ones that are assumed to be right--the prevailing norm.

Values. What are the beliefs of the faculty about education and about children? Some faculties espouse a "human potential" point of view while others emphasize behavioral control systems. Some have a positive, optimistic view of children where others see children as recalcitrant and difficult. Frequently a range of views exists within a single faculty.

It is important to obtain sufficient information so that the fundamental beliefs about the educational process, its direction, and about children can be clarified.

Sanctions. Every human group has mechanisms for encouraging certain kinds of behavior and discouraging others. For example, in some schools innovative behavior is rewarded by being studied and praised by other teachers. In other schools innovative behavior is regarded as the teacher's personal property and not to be "intruded" on by other individuals in the professional environment--teachers who talk about their innovations are regarded as "show-offs." In this area we learn how the normative patterns are enforced.

Sanctions are generally quite subtle. Patterns appear quite gradually and ways of enforcing them gradually come into existence. Simple lack of reinforcement of norm violating behavior can be very powerful. For instance, someone does something and it simply receives no response from others. Non-violating behavior can be responded to with sheer silence (a teacher wanders into the classroom of another and activities stop). In a school where innovation is prized, sharing activities with others may be greeted with smiles of appreciation. In a vast number of tiny ways members of the community let others know what they like and do not like.

Roles. Roles are patterns of behavior that accrue to particular individuals. In any social system some people are affirmative leaders and generate activities which are followed by others. Other individuals occupy the role of "critic" and question proposals made by others. The important question here is to identify whether the status system is relatively hierarchical or whether leadership is shared. Are there certain people who generate activities and others who retard them? Are there natural leaders within the teacher group or is it a relatively idiosyncratic social system?

With regard to roles, there are personal, idiosyncratic roles that are a part of the informal system--such as those which have just been illustrated. But there are formal, institutionalized roles such as "teacher," "administrator," "upper grade teacher." These are important to recognize in the interview, but it is the informal,personal roles first illustrated that merit special attention.

Formal and Informal Decision-Making Structures. The important content here is how decisions are made within the school. Every human system needs certain mechanisms that provide stability and others that create avenues toward change. What is the nature of decision making in the school? Do people bring up issues and talk them over informally or are questions requiring decisions brought up only within the formal system? What is the role of principal with respect to the faculty? Is s/he "one of the people" or is s/he isolated? If the administrator is isolated, there will probably be a wide separation between the formal and informal decision-making structures. If administrators and faculty are close, the informal and formal systems are relatively congruent and faculty and administration work together in a fluid way.

Every school has its formal and informal system. The formal system is reflected in the official Table of Organization, in the rules and regulations of the school and district, often handed down from the central administration, the board of education, or even the county or the state. This is the official world. But human beings organize the different roles and whenever they come together they begin to make their own personal interpretation, work out ways to get around the rules they do not like. The waves of individual, unique, human forces begin to wash upon the official rules and to change the shape of the seascape. This unofficial and informal system is most powerful in shaping how a school really works. It is important to know how both systems, the formal and informal, work and where they are and are not congruent. This tells us many things about what is possible in staff development, and how to get things done.

Answering these questions about the norms, values, sanctions, roles, and formal and informal decision-making structures enables us to characterize the internal system of the school and to distinguish the particular system of that school from other systems.

In Part VI we will examine a case study which characterizes schools according to their internal system, as well as the other categories within the content analysis map.

The School Climate

Within this category we are concerned with the nature of the overt and hidden curriculum. What are the major kinds of substance which are taught directly? What kinds of norms and values are encouraged in the children? Is the school, academic, social, or athletic in orientation? What are the primary methods of teaching in the school? Is it a "drill and practice" environment or one of open enquiry? How are individual differences viewed? What happens to the slow learner? How is talent regarded? The climate is the total ambiance of the school for promoting child, professional, and community growth and cooperation.

The External System of the School

In addition to the community the school is connected to a school district and potentially to universities, county offices, teacher centers, and other potential resources. The question to be asked here is, what are the relationships between this school and universities, county and district offices, teacher centers, professional organizations and other potential sources of services? One informant about this kind of information is the district administrator and another is the principal. However, the most important information is about the teacher's use of those potential resources. Is the school closely connected to a district administration which provides continuous facilitative assistance as teachers plan and carry out programs? Are universities an important force in the lives of teachers? Are the individuals active in teachers' organizations and seeking activity relative to them? Do they engage actively in community activities and maintain formal and informal linkages with the community members who are the parents of their clients?

A Classification of Staff Development Activities

Staff development is the main substantive emphasis in this inquiry. We want to learn as much as possible about the kinds of activities which are listed in the outline which appears below.

In the interviews, we seek information in several categories of staff development:

I: School/Faculty Related Staff Development
  A. Administration Generated Programs
  B. Formal Exchange Among Staff
  C. Informal Exchange Among Staff

II: District Generated Offerings
III: University Offerings
IV: Exchange Between Schools
V: Personally-Generated or Constructed Activities
VI: Conferences Sponsored by Agencies Outside the District (not universities)
VII: Personal-Life Oriented Activities

I. School/Faculty Related Staff Development

Some faculties generate activities for continuously rethinking the curriculum which results naturally in inservice education and staff development, e.g., the question to be asked here is whether the faculty is organizing itself to prepare itself to do any particular aspect of its job better.

Some schools engage continuously in a process of decision making about curriculum, teaching and organization. The question to be answered: is this an environment where decisions are continuously being made at the instigation of the faculty? Does the process of making those decisions provide an important avenue by which individuals can study their teaching and from which they are likely to grow?

A. Administration Generated Programs

Some building administrators organize the faculty, facilitate curriculum development, discuss organization and identify training that might be useful. In some schools building administrators are leaders of staff development activities. In others they are facilitators. In yet others, they play almost no role.

1B. Formal Exchange Among Staff

The question here is: is there any formal arrangement which brings the teachers together to discuss their teaching, the curriculum or other aspects of the school program? Some schools have formal teams which meet regularly, teachers demonstrate teaching strategies and curriculum materials to one another.

1C. Informal Exchange Among Staff

Decision making in the individual classroom can be an important form of staff development when it involves other professionals who can help individuals reflect on activities and make decisions about their own group of children. Here we wish to know how much interaction teachers have with others as they generate activities for children and the kinds of issues discussed. In some schools teachers engage in a continuous informal dialogue about the content and process of their teaching. In others they make their decisions in a relatively isolated manner. We wish to know with whom and how much people interact as they prepare to teach and with whom and how much they interact with others about the way they teach. In some schools teachers visit each other in the classroom frequently and discuss these activities. Just as administrators may formally develop clinical supervisory activities, informal interchange between teachers and between teachers and administrators can be a vital aspect of staff development.

II. District Generated Staff Development

Districts generate inservice activities for teachers in a wide variety of ways. Some districts work entirely through the building administrators, using them as instructional leaders. Others generate formal curriculum development activities in which teachers from throughout the district participate. Still others emphasize workshops. We want to know what kinds of offerings the district makes. How much do individual professionals participate, how much followup is there, and how detailed and complex is it? Does the district help the individual school find resources?

III. University Offerings

Universities offer courses, workshops, and in some cases, curriculum development activities. How closely do the individuals in these schools relate to universities? Do they participate in formal programs? Are they degree candidates? Do they attend university-sponsored workshops? Is the school closely linked to a particular university or college and if so, in what ways?

IV. Exchange Between Schools

Some schools are linked to others and draw sustenance from the relationship. An example is when foreign language departments in several high schools cooperate to develop a wider range of offerings than any one school could operate. Is the school linked to others in any formal or informal way? Does it exchange ideas about curriculum materials or teaching techniques? How much do individual teachers visit other schools and borrow from, and exchange ideas with other teachers?

V. Personally Generated or Constructed Activities

This is an extremely important category. In the preparatory work for this study we found a large variation in the extent to which teachers initiate their own professional development activities. Some reach out continuously to professional organizations. Tape C-1 presents an interview with a teacher who has drawn heavily on clinical psychology for ideas about teaching which she makes a conscious effort to apply. Many teachers lives are virtually filled with personally generated staff development activities. As one of the teachers told us "I'm a professional student of everything, everywhere." The opposite extreme also occurred.

VI. Conferences Sponsored by Agencies Outside the District (not university)

How much does the individual relate to conferences sponsored by professional organizations, private consulting firms, the State Department of Education and other agencies aside from universities which provide offerings for teachers?

VII. Personal-Life Oriented Activities

This is another category of tremendous individual variation and great importance. What does the teacher read? What artistic and cultural activities? What avocational pursuits? Vacations? Recreation? Some people travel widely, others are avid moviegoers, yet others are active in sports. The interviewer here is attempting to determine the extent to which the individual has developed a rich and varied personal life which feeds into teaching.

To sum up, the notes which are taken during the interview need to provide as complete information as possible within the above categories that have been discussed and which constitute the content analysis map.. The school and the teacher will be described in terms of these areas. The nature of the community, the internal system of the school, and the kinds of inservice activities to be engaged in will be a major part of the description of the individual teacher. Full understanding of how to conduct the interviews requires familiarity with the ways the data are to be analyzed and used. One main way in which the data from the interviews is used is by transforming them into individual and school profiles, which is the subject of the next two sections. These individual teacher and school profiles are a key feature of the inquiry. These profiles are one of the means by which the raw notes from the interview data are transformed into objective, illuminating, and highly useful material for assessing and improving staff development.

The profiles of schools are the product of case studies conducted through the interviews. By interviewing individuals-administrators and teachers--profiles of the individuals are drawn and the dynamics of the school as an environment which induces professional growth are revealed. These profiles provide not only an index of the levels of activity of staff development engaged in by the individuals and the faculty and administration as a whole but of the kind of dynamic that generates those activities. These profiles form a basis on which schools can reflect as they attempt to generate more satisfying and vital environments for the persons who live and work within them. For other agencies they provide indices of the effectiveness of initiatives designed to increase the opportunities that professional educators have to develop themselves as individuals, as teachers, as administrators and as planners.

The development of school profiles can only be made after interviews with a number of teachers. It is impossible for someone who has interviewed only three or four teachers to generate a full-scale school profile. However, if interviewers take careful notes relevant to the categories of staff development, these can be translated by the staff development research unit into a general profile sketch such as the one for the school of Pam X. (see Section V).

Section VI, which discusses the development of school profiles, presents the notes from a series of interviews with individual teachers with the profiles for each teacher. The interview team should study these notes and the profiles drawn in order to ensure thorough familiarity with the kinds of information required from the interviews.

The interview may as a result of our detailed treatment in this Section appear to be unduly complicated. It is not. But to ensure that it flows in the beginning from the frame of reference of the interviewee and by the end will have covered all of the bases for data translation into an objective profile requires that the interviewer be well trained for the purposes of this inquiry. The essential points to remember are:

1. The interviewer begins by letting the interviewer talk freely about his/her staff development history. With gentle probes until what s/he seems to say has been exhausted.
2. When this point has been reached, begin to probe to fill in blank spots. This requires that the interviewer is thoroughly familiar with the structure of what must be reported as data. Even here, the prober should be sure that the material flows from the interviewee.

INTERVIEWING COMMUNITY MEMBERS

The main emphasis is upon interviewing educators, especially teachers. However, it is valuable also to interview a sample of community members to supplement and illuminate the questionnaire information. Appendix B includes a guide for interviewing community members. The same principles and procedures outlined in the section for interviewing professionals should be followed.

SECTION IV

THE QUESTIONNAIRE: SKELETAL INFORMATION

The questionnaires have been designed for use in conjunction with the interviews. Sometimes they are accomplished simultaneously. They provide quantitative data from district administrators, principals, teachers, and community members about the staff development activity at school sites. These data from the questionnaires should be analyzed separately for each site. They will provide a picture of participation in formal staff development activities and opinions about solutions to some of its more pressing problems. The interviews provide much more information about all aspects of staff development, and more important, the dynamics of the social system of individual schools and the relationship of those social systems to communities, districts, and other agencies. The questionnaires are especially useful for studies generated by regional agencies, professional organizations and the state when it may not be possible to organize interviews in all of the school sites which are to be studied. However, questionnaires alone are a limited tool.

The series of questionnaires is designed to provide multiple perspectives on staff development. The focus of each instrument is at the school level. The informants include school board members, a district administrator who is familiar with the school situation, the school principal, the teachers, and a number of community members. While the questionnaires contain some common items in order to determine how congruent are the opinions of the several categories of informants, most of the items are designed to elicit information which accrues to each by virtue of his/her role.

Before reading the following descriptions of the questionnaires, refer to the Appendix C, read each questionnaire and have a copy in hand for reference.

The questionnaires for the district administrator, the school board members, and the principal are to a significant extent interviews. They are to be administered orally, with ample opportunity for them to talk about the community, the school and staff development in their own terms. The results, except for the initiatives check list, are reported in narrative terms, much as the information from the teacher interviews.

THE QUESTIONNAIRES/INTERVIEWS FOR THE DISTRICT ADMINISTRATOR AND THE SCHOOL BOARD MEMBER

The questionnaires for the district administrator and the school board member are designed to be administered in an interview. A major purpose is to obtain information from an informant who is in a position to describe the district's relations with the school. The district administrator and board member will not be asked to evaluate the school but rather to describe it. It is hoped that their positions have given them sufficient perspective that they can compare the school with normative patterns of the district. Generally the district or county staff development officer or the closest equivalent is most appropriate. The school principal is usually in a good position to identify the district administrator and board member most acquainted with the school.

The questionnaires are relatively simple. The first section asks for a description of the school, its characteristics, and its style of leadership. The second part asks for a description of school/district relationships. This is the section of our greatest interest. The interviewer should probe to attempt to determine the extent to which the district relates to the school in coordinative or facilitative ways, the kinds of district policies that affect the school, and to obtain an estimate of the impact of the district on the school. For example, in some cases we have found that districts bear virtually a "business only" relationship to the schools whereas in other cases they have a pervasive influence.

In the final section, the informant is asked to indicate the extent to which federal and state staff development initiatives operate in the school.

With respect to initiatives, the principal will be asked the same information as the district administrator to ensure that no initiatives are missed. Sometimes one is more aware of the existence of a particular initiative and its operation than is the other.

The following pages contain notes made after interviews with a district administrator about two schools within that district. They are included to provide an idea about the kinds of results that are obtained. The responses are indicated for a school which we will identify only as "School A" and another which will be designated as "School B."

The Description of the School

School A. This is an elementary school in an upper middle class area of town. Most of the parents are relatively conservative about education and the school reflects the temper of the community. The staff is business-like and highly professional. They focus on reading, writing and arithmetic and are friendly with the students but make it clear that learning is the business of the school. The faculty is composed of professionals who do their jobs in a relatively matter-of-fact way. They think that they are very competent and that they comfortably relate to parents. In the classroom most of them operate in an individualistic way. They work together to select textbooks but otherwise each person pretty much decides how s/he is going to teach and makes most of his/her own decisions. The principal goes along with this. He is relatively passive and attends more to the business side of the school than to matters of curriculum and instruction. He is somewhat uncomfortable in evaluation and probably feels that most of the teachers know more about teaching than he does. If we were to try to change something we would have to approach the faculty and principal together. I do not think he can bring about change by himself.

School B. School B is in a tough section of town. The faculty are very much interested in the children they teach and complain a lot about the fact that so many of the children are transient. They have quite good relationships with the community members and work pretty hard for those kids. Some years ago the faculty decided to try to have two alternative approaches in the school, one based on humanistic, personalized premises, and the other a sort of hard-line, basic skills approach. They offered these to the parents and the parents were about evenly split between the two, so they have organized the school into two teams. The teams work closely together and there is a lot of friendly competition between them.

The principal was the leader in fermenting this and she delights in having more than one kind of school inside her school. She and the staff are very close together. There is a lot of partying and visiting back and forth. The principal is something of an expert in clinical supervision and visits the classrooms regularly.

The District and the School

This section of the interview deals with district relationships to the school and the curriculum, staffing, instruction, policy, and inservice education.

School A. We work pretty hard with School A. Because the principal is relatively passive we try to involve the teachers as much as we can on curriculum commmittees and one of our consultants visits there quite often. Generally speaking, we have been quite unsuccessful in building a productive relationship. The teachers see us as "outlanders" and we have to win our way with everything we do. The principal is a good administrator, in a business sense but not so good in presenting our policies to the faculty. They are friendly enough, and we think we have good intentions, but it just does not mix very well.

School B. Our chief contact with School B is through the principal. She steals all the Title I money she can get her hands on and brings programs to the attention of her faculty. I have the impression that the faculty think we are kind of silly, making curriculum guides and worrying about the Stull Bill and so on. But they tolerate us. We use the members of the teams to lead district workshops. They are always glad to have visitors and we suggest to a lot of teachers throughout the district that they visit there to get ideas. They help us a lot to show to other schools the value of alternatives and the real fun there is to be had if you can accept the idea that there is more than one way of learning.

With respect to both schools we feel our workshops are not very effective. The faculty of School A pays little attention to them and many of the members of School B are able to operate at a level equal to or above most of the things we are able to offer.

Initiatives

School A. We tried to get School A to apply for an AB 551 grant but we could not interest them. Our mentally gifted minor teacher works with some of their students. A couple of teachers have used the California Writing Project and do a great deal of work with creative writing especially. A couple of the teachers went to the Lawrence Hall of Science but so far we have not seen much effect.

School B. School B has a certain amount of Title I money and they used part of it for their own inservice work. The initiative they picked up on most was Sex Discrimination. One of their teachers went to a workshop and came back and had decided that the school was irredeemably sexist. She got a number of the others interested and they have decided they would like to be a demonstration of how a "sex fair" school can work. I am sorry now that we did not select School B to apply for an AB 65 grant or at least an AB 551. We steered those to schools that we thought would need them the most and now I am beginning to wonder whether we should not have taken the money where the action already is. I know that is a bit cynical but I really do wonder about it.

Summary

It is easy to see that this district administrator has definite opinions about the nature of both schools. He may or may not be accurate. What we are interested in is his perceptions and from his responses we can get some idea about how the district is able to relate to the school.

Let us turn now to the Principal's Questionnaire and see how it is structured and look at some of the results when it is used.

QUESTIONNAIRE FOR PRINCIPALS

The Structure of the Principal's Questionnaire. The questionnaire for the principal can be administered in one of two ways.

(1) given to the principal, who completes it and returns it to the data management unit. The interviewer then, with completed questionnaire in hand, interviews the principal to obtain elaboration of the questionnaire information and additional points as set forth in the interview guide.

(2) Orally administer the questionnaire to the principal and then follow with the interview outlined in the interview guide.

The questionnaire is designed to obtain:

I. General descriptive information about the characteristics of the school,

II. a picture of resources for staff development which are available to the school,

III. information about the federal and state initiatives,

IV. information and opinions about the present state of staff development in and its impact on the school, including the principal's present role in staff development.

The Characteristics of the School

This section asks about the size of the school district, the enrollment of the school, the grades or grade equivalents that it serves, the size of the community, and its economic condition and its ethnic makeup.

This information, together with the information about staff development illuminates the relationship between the demographic character of the school and the activities that go on within it. In large-scale surveys the data are used to determine relationships between resources and staff development activities, and the size, urbanity, rurality, ethnicity, and wealth of the schools. In previous surveys we have found small relationships between the demographic characteristics of the school and the kinds of staff development activities provided, but many initiatives are directed at particular demographic groups which makes it worthwhile to continue to examine how these characteristics relate to staff development.

Resources for Staff Development

Section II asks for basic data about available resources, including money and personnel, relationships with teacher centers and activities generated by the faculty with or without the principal's leadership.

State and Federal Initiatives

As in the case of the questionnaire for the district administrator, this section seeks to determine the extent to which various initiatives provide resources within this particular school setting. We want to determine whether the presence of various initiatives has an impact on (1) available resources, and (2) on the extent to which teachers and the principal engage in staff development in the fields represented by the initiatives.

State of Staff Development

Section IV deals with the state of staff development. It asks for an assessment about the present importance, quality and level of staff development in the school and in the life of the principal. It seeks the administrator's view about obstacles to the improvement of staff development and the attitude of the community toward education in general and staff development activities in particular.

SCALES INDICATING LEVELS OF RESOURCES AND ACTIVITIES

Available Resources. Several of the questions in Section II are a crude scale for roughly determining "levels of available resources index." Responses to Questions 10, 11, 12, 13, 14, 17a, and 19 are accumulated into an "available resource index."

Initiatives. Similarly an "initiative-presence index" is computed by accumulating the responses to Section III. The number of checks in column A are accumulated over all the initiatives.

Levels of Activity. The "level of activity index" consists of responses to Item 21 from Section IV.

These three indicators permit a determination of a correlation between the presence of initiatives, the existence of resources, and the level of available resources.

The remainder of the items provides specific information that should be of use in program planning. The principal's view of obstacles, for example, provides information that may be of use in shaping or redirecting activities.

Comparing Two Principal's Responses

In this section we indicate the responses to some of the items in the questionnaire by two principals, one from School A and another in School B. Both are elementary schools, both principals have been in education for more than fifteen years, and each one has been a building principal between four and nine years. They are in the same district which has about twenty-five schools with a total enrollment of 10,350. Each elementary school has a K-5 organization. They are located in two adjacent cities whose total population is about 85,000. Both have largely White populations. The largest percentages of students in School B are "very low" or "low" with a sprinkling of middle income people. Nearly the entire population of School A is described as "middle-income."

Following, are the responses of these two principals to the major substantive sections of the questionnaire.

10. DO YOU HAVE A BUDGET IN YOUR SCHOOL TO USE FOR STAFF DEVELOPMENT AND/OR INSERVICE EDUCATION?

School A.	School B.
yes	yes

IF THE ANSWER IS "YES" PLEASE INDICATE HOW MUCH IS ALLOTTED EACH YEAR AND INDICATE THE MAJOR TYPES OF EXPENDITURES WHICH ARE MADE FROM THIS BUDGET.

School A. I have a thousand dollars from district funds which we use primarily to help with expenses when teachers go to conferences.

School B. I am not sure exactly how much we have. We use some Title I money, some district funds and I have a small travel budget. We use it for all sorts of things.

11. IS THERE A SPECIALIST IN STAFF DEVELOPMENT EMPLOYED BY YOUR DISTRICT WHO IS ASSIGNED PART-TIME OR FULL TIME IN YOUR SCHOOL TO WORK WITH THE STAFF?

School A.	School B.
No	No

12. ARE THERE STAFF DEVELOPMENT SPECIALISTS FROM THE SCHOOL DISTRICT OFFICE WHO ARE NOT ASSIGNED PRIMARILY TO YOUR SCHOOL BUT WHO DO PROVIDE OCCASIONAL SERVICES TO THE STAFF?

School A.	School B.
Yes	No

IF THE ANSWER IS "YES" PLEASE DESCRIBE HOW MUCH TIME THEY SPEND DURING AN AVERAGE MONTH AND THE KINDS OF SERVICES THAT THEY OFFER.

School A. The district does not have many consultants but one of them comes by here every couple of weeks and spends some time with me and works with one of the teams of teachers. I do not know exactly what she does with the teachers but she gives me a lot of information about curriculum materials.

13. ARE THERE ANY COUNTY SUPERVISORS OR CURRICULUM SPECIALISTS WHO RELATE REGULARLY OR CLOSELY TO YOUR SCHOOL?

School A.	School B.
No	No

14. ARE THERE TEACHER CENTERS OR RESOURCE CENTERS OPERATED BY THE DISTRICT OR COUNTY OFFICES WHICH ARE CONVENIENT TO AND WORK REGULARLY WITH YOUR STAFF?

School A.	School B
No	Yes

School B. Through one of the county offices we got connected with a specialist on alternative schools who has helped us to look at our program. We get information from a professional center regularly. The Title I officer from the district helps us keep up keep up with conferences and other things that are offered in the area.

15. DOES YOUR SCHOOL HAVE A REGULAR AND CONTINUING RELATIONSHIP WITH ANY COLLEGE OR UNIVERSITY PROGRAM OTHER THAN FOR STUDENT TEACHING PURPOSES? IN OTHER WORDS DO YOU RELATE REGULARLY TO A COLLEGE OR UNIVERSITY TO OBTAIN SERVICES IN STAFF DEVELOPMENT AND/OR CURRICULUM IMPROVEMENT?

School A.	School B.
No	No

16. DO YOU, YOURSELF, PLAN AND DIRECT ANY REGULAR STAFF DEVELOPMENT ACTIVITIES FOR THE TEACHERS AND/OR AIDES IN YOUR SCHOOL?

School A.	School B.
Yes	Yes

School A. We have regular faculty meetings and curriculum committees which are designed to get the teachers talking together about the books they are going to use and the approaches they use. On the whole, though, teaching is really the business of the individual teacher. I try to get the best people I can and let them do the job.

School B. I do quite a bit I think. The most important thing is probably to visit the classrooms regularly. I think teachers can learn an awful lot from each other and I move around the school and try to spot activities that one person is doing that somebody else might learn from. Sometimes I will take over a class to get somebody time to visit someone else. I think I have a pretty good clinical relationship with most of the teachers. In our faculty meetings I try to save a little time each week for sharing and I ask somebody to describe how they approach say the teaching of reading or arithmetic. Because everybody knows they're going to have to take their turn I think it stimulates better planning. Also we definitely do get ideas from each other.

17. DO YOU HAVE A "STAFF DEVELOPMENT" COUNCIL IN YOUR SCHOOL WHICH ACTIVELY AND REGULARLY PLANS INSERVICE ACTIVITIES?

School A.	School B.
No	No

18. DO THE TEACHERS IN YOUR SCHOOL WORK IN TEAMS TO PLAN AND CARRY OUT INSTRUCTION?

School A.	School B.
No	Yes

19. DO THE TEACHERS IN YOUR SCHOOL VISIT EACH OTHER'S CLASSROOMS AND DISCUSS ONE ANOTHER'S TEACHING?

School A.	Teachers in the school rarely visit one another to observe teaching.
School B.	Some do occasionally and others frequently.

20. HOW ACTIVE ARE THE FOLLOWING INITIATIVES IN YOUR AREA? (There follows in the Questionnaire a list of the initiatives.)

None of the initiatives are active in either school except for Title I. Altogether during the last year the principal of School A is aware that his teachers have participated in activities sponsored by four of the initiatives including the California Writing Project, Lawrence Hall of Science activities and the initiative for mentally gifted minors. The Principal of School B is aware that his teachers have engaged in activities sponsored by Aide Initiatives in the area.

21. PLEASE ESTIMATE THE IMPORTANCE OF STAFF DEVELOPMENT IN YOUR SCHOOL DURING THE LAST YEAR OR TWO?

School A. has played only a minor role in the school

School B. it has been present here but not really prominent

22. CONSIDERING YOUR ANSWER TO QUESTION 21, CAN YOU ESTIMATE HOW MUCH THE STAFF DEVELOPMENT SITUATION HAS CHANGED FROM EARLIER TIMES--SAY SEVERAL YEARS AGO?

School A. it has become less active

School B. it has become more active

22.a. PLEASE ESTIMATE THE PRESENT QUALITY OF STAFF DEVELOPMENT AS COMPARED TO EARLIER TIMES?

School A. about the same

School B. about the same

23. IN YOUR OWN PROFESSIONAL LIFE HOW IMPORTANT HAS STAFF DEVELOPMENT BEEN OVER THE LAST TWO OR THREE YEARS?

School A. it has played a minor role

School B. It has been quite important

24. THE FOLLOWING IS A LIST OF WHAT ARE SOMETIMES CONSIDERED TO BE OBSTACLES TO THE IMPROVEMENT OF THE QUANTITY AND QUALITY OF STAFF DEVELOPMENT AND INSERVICE EDUCATION ACTIVITIES. PLEASE CHECK THOSE THAT YOU BELIEVE HAVE OPERATED IN YOUR SITUATION.

School A. Inservice education is generally not carried out during school time but causes teachers and other professionals to engage in activities after school, on weekends, during vacations, etc.

There is little follow-up to workshops, courses, and other inservice activities.

Staff development activities are frequently offered by personnel who may be theoretically sound but are not able to provide practical assistance.

School B. There is little follow-up to workshops, courses, and other inservice activities.

25. WHAT DO YOU CONSIDER TO BE THE POTENTIAL OF STAFF DEVELOPMENT AS A MEANS TO SCHOOL IMPROVEMENT?

School A. only modest importance

School B. potentially very important

26. THE PRESENT EMPHASIS ON STAFF DEVELOPMENT IS. . .

School A. about right

School B. too little

27. FROM WHAT YOU HEAR AND FROM YOUR OWN RECENT EXPERIENCE, IS IT YOUR EXPECTATION THAT STAFF DEVELOPMENT AND INSERVICE TEACHER EDUCATION ARE LIKELY TO CHANGE VERY MUCH DURING THE NEXT YEAR OR TWO?

School A. Activity is likely to remain about the same.

School B. Activity in the area is likely to increase.

28. FINALLY, WE WOULD LIKE YOU TO COMMENT ABOUT YOUR ROLES AS AN INITIATOR, ORGANIZER, AND PROVIDER OF STAFF DEVELOPMENT IN YOUR SCHOOL. FIRST, CAN YOU COMMENT IN GENERAL ABOUT THE LEADERSHIP YOU ARE ABLE TO PROVIDE?

School A. very satisfied

School B. generally satisfied

29. HOW ACTIVELY INVOLVED IN YOUR SCHOOL WITH ITS SURROUNDING COMMUNITY?

	Now	Compared with a year or two ago
School A.	not very active	about the same
School B.	moderately active	about the same

30. HOW WOULD YOU DESCRIBE YOUR COMMUNITY'S PRESENT ATTITUDE TOWARD EDUCATION?

School A. Interested and helpful

School B. Interested and helpful

31. ARE MEMBERS OF YOUR COMMUNITY INVOLVED IN ANY WAY IN THE IDENTIFICATION AND CONDUCT OF STAFF DEVELOPMENT ACTIVITIES IN YOUR SCHOOL?

School A.	School B.
No	No.

Generally speaking, the differences in responses of the two principals are in line with the differences perceived by the district administrator. Judging by the district administrator and principals' responses we would estimate that School B has a higher level of school and school district staff development activity. Also, the principal of School B sees himself as much more active, which corroborates the opinion of the district administrator. As we have used the questionnaires (and the interviews as well) the degree of relative agreement is fairly typical. The opinions of all informants have tended to correlate quite highly. In their estimates of activity in staff development, wide differences of opinion about the "facts" rarely occur. With respect to opinions about problems, of course, quite wide variations exist among professionals working even in the same setting.

THE QUESTIONNAIRE FOR TEACHERS

Section I of the teacher questionnaire asks for demographic data and years of experience and kind of position held. Sections II, III, and IV inquire into staff development activities. Section II explores "job-embedded" staff development--the kind which is included in regular daily activities associated with the job. It focuses on participation in curriculum development and experience with the analysis of teaching as the primary focus. Section III explores staff development which is participated in by all or most of the staff of the school, such as workshops, problem-solving meetings, training activities, and the role of building administrators. Finally, Section IV attends to formal activities which teachers engage in as individuals apart from their school colleagues (including earning university credits, working toward degrees, school district workshops, and the like).

Section V asks about general amounts of inservice education received, the effectiveness of each kind, preferences for instructors, relationship between the community and school, and about obstacles to the development of effective staff development programs.

Indicators. Within Sections II, III and IV items can be accumulated so as to form indicators of levels of staff development activities. Questions 9 and 10 are direct indicators of job-embedded activity. In Section III question 11 is the primary "indicator item" and within Section IV, questions 19 and 22 are the "indicator items." These items can be summed to form a scale for "levels of activity" for each teacher. By adding the scores of all teachers the level of the school can be estimated.

Teachers' Questionnaire Responses From School A and School B

A few examples are now given of the responses of teachers to their questionnaire from the same schools as in those which the two principals' reactions were just reported.

9. HOW FREQUENTLY ARE YOU INVOLVED IN THE FOLLOWING CURRICULUM IMPROVEMENT ACTIVITIES? *(please check)*

	Once per month or more	More than Once per year but not monthly	About once per year	Less than once per year
1. District-wide curriculum committee	A. 7 B. 2	A. 5 B. 6	A. 2 B. 2	A. 6 b. 10
2. Department or grade level meetings which focus explicitly on curriculum improvement	A. 16 B. 10	A. 4 B. 10		

The table below indicates the responses by the teachers in Schools A and B to stems 1 and 3 for Item 10. If we scrutinize the table we can see that in School A it is very rare that teachers observe each other, and while the activity is not regular it is more common in School B. Similarly in School A relatively few teachers discuss their teaching with supervisors or administrators, whereas that is a relatively common activity in School B. In neither school have any of the teachers regularly discussed their teaching with college instructors.

Again, this finding is in accord with the opinion of the district administrator and principals.

Listed below are some staff development activities. For each activity please check the box representing the frequency of your involvement. Also please check the box indicating your estimate of the usefulness of the activity for helping your teaching.

10.

STAFF DEVELOPMENT ACTIVITY	Frequency of Participation				Estimate of usefulness for helping your teaching		
	Once per Month or More	Once Every 2 - 4 Months	About Once per Year	Less than Once per Year or Never	Extremely Useful	Moderately Useful	Not Especially Useful
1. Discuss your teaching with a colleague who has observed you	A. 0 B. 1	A. 3 B. 6	A. 3 B. 8	A. 14 B. 5			
2. Discuss your teaching with a supervisor or principal who has observed you	A. 0 B. 8	A. 2 B. 8	A. 4 B. 4	A. 14 B. 0			
3. Discuss your teaching with a college instructor who has observed you				A. 20 B. 20			
4. Make an audio or video recording of your teaching and analyze the tape yourself or with others							
5. Analyze your teaching with your students							
6. Share ideas with other teachers about teaching							
7. Visit other classrooms							

11. HOW FREQUENTLY HAVE YOU PARTICIPATED IN INSERVICE WORKSHOPS OR OTHER ACTIVITIES ATTENDED BY ALL OR MOST OF THE FACULTY AT YOUR SCHOOL?

School A.	School B.	
1	0	1. Once per month
8	16	2. Once every 2-4 months (as in 9)
6	2	3. About once per year
5	2	4. Less than once per year

12. TO WHAT EXTENT DID THESE ACTIVITIES PROVIDE YOU WITH IDEAS OR SKILLS YOU COULD USE IN YOUR TEACHING?

School A.	School B.	
1	2	1. Extensively
3	6	2. Moderately
5	8	3. Rarely

17. IN YOUR SCHOOL WHAT ROLE DOES THE BUILDING PRINCIPAL ASSUME IN STAFF DEVELOPMENT PROGRAMS?

	This Frequently Happens	This Sometimes Happens	This Rarely or Never Happens
1. He/she is the primary organizer of it	Sch. A. 0 Sch. B. 15	Sch. A 5 Sch. B 5	Sch. A 15 Sch. B 6

If we compare the responses to the first stem of Item 17 we again see the difference in perception of building principal leadership.

With respect to Question 11 it appears that the teachers of School B are also more active in inservice workshops attended by most or all of the faculty, although there is some range. This probably reflects the more extensive building leadership in School B. The responses to Item 12, asking the teachers how much they use the ideas gained from the district workshops presents a fairly typical picture even among those who have attended the workshops relatively rarely. Quite a number from both schools find ideas they can use. Again, however, the number who found useful ideas is greater in School B.

It is important, in interpreting data in these questionnaires to scrutinize frequencies such as those that have been presented to attempt to obtain a picture of the configuration of levels of activity within the setting. While in the two schools being discussed there is a fairly strong correlation between the building principal leadership and the amount of activity engaged in in the school and district, that is by no means always the case. Some schools have an active decentralized leadership pattern.

In Appendix D totals are provided which contain the responses of teachers to questionnaire items from a sample of teachers in three states: California, Michigan, and Georgia and the National Urban/Rural School Development Program in which teachers, community members, and school administrators worked together to generate common staff development activities. These tables are included to provide a picture of "normative" responses and they are discussed in some detail in Section VII when we deal with the problems of interpreting data like these to provide feedback to schools, districts, regional agencies and the state department.

THE QUESTIONNAIRE FOR COMMUNITY MEMBERS

This questionnaire mainly elicits indications of the levels of involvement of the community members whose children attend the school being studied.

Section I seeks demographic information and an estimate of the general temper of the community toward the school.

Section II asks community members to estimate levels of activity of inservice education which occur in the school.

Section III explores community member's opinions about community and teacher participation in governance of staff development and includes an item which samples the opinion of the community members about the appropriateness of collective bargaining in determining inservice activities.

Section IV is designed to indicate whether respondents who happen to be paraprofessionals or teacher aides receive training and their opinion of that training.

Indices

Items ten and eleven can be used as indices of an attitude toward community involvement. Item ten is a series of four scaled items which can be summed into an indicator. In the following two communities are compared using means and ranges for Item ten.

COMPARISON OF SCHOOL A AND SCHOOL B ON ITEM 10, COMMUNITY QUESTIONNAIRE

Item		Frequency of Response				
		Extremely Appropriate	Very appropriate	Appropriate	Not very appropriate	Not appropri at all
. Community persons should be formally represented on an official decision-making board	Sch. A	18	7	5	--	--
	Sch. B	6	8	5	6	5
. Community persons should be formally involved in all aspects of inservice planning, carrying it out, evaluation, etc.	Sch. A	8	8	13	1	--
	Sch. B	2	3	7	8	8
. Community persons should be informally represented as advisors and "consultants"	Sch. A	22	6	2	--	--
	Sch. B	7	8	7	4	4
. Community persons should not be represented at all	Sch. A	0	0	0	14	16
	Sch. B	6	4	3	10	7

Evidently the community members of School A wish a much higher level of involvement in the governance of inservice education than those of School B. It is expected that this type of data will be useful in comparing schools which have various initiatives. Since Assembly Bill 65 and Teacher Corps both include community members on councils we would expect that the presence of those initiatives in a particular school would increase the likelihood that community members would indicate a desire to be involved in a collaborative governance structure. This and other items provide information about the desired types of involvement.

SECTION V

PROFILE OF AN INDIVIDUAL

The drawing of staff development profiles of individuals in the school lies at the heart of this study of staff development. This section illustrates the development of an individual profile by using the interview which is provided in tape C-1.

The following blank profile is what we shall be filling in from the interview data:

PROFILE SUMMARY

FOR ________

Category of Participation	Degree of Participation						
	Very High	High	Medium	Low	Very Low	Apparently Nil	Value
1. Faculty-wide curriculum development							
2. Faculty-wide inservice offerings							
3. Faculty-wide analysis of teaching							
4. Unit-wide curriculum development							
5. Unit-wide staff development							
6. Unit-wide analysis of teaching							
7. District-offerings							
8. University offerings							
9. Personal life relevant to teaching							
					TOTAL		Aggregat Value

Look at the interview on Tape C-1 and follow along with the notes which were taken by one of our interviewers. The numbers in the parentheses should be ignored in the first reading. They are used later in the content analysis to help fill out each of the nine categories as set forth in the profile summary form just presented.

NOTES FROM INTERVIEW WITH PAM X

Q. How has staff development affected you--particularly over the last two years?

--teach in Calypso school, Calypso District
--700 students
--are full but are losing two staff positions
--teach in alternative program within district
--combination - 1st and 2nd grade
--in my 8th year of teaching
--program's 9th year
--district puts out information about us (the alternative program) and people choose us
--other alternatives in the district, e.g., back to basics.
--ours modeled on English Infant School
--parent involvement (6)
--we teach in a fishbowl
--space -- primary and intermediate
--training?
  --trained myself
  --went to school in Colorado
  --moved here and got teaching certificate at a local university
--was difficult to hold my own ideas
--had to have negative attitude to hold my own ideas
--traditional training didn't meet my needs
--went back to the local university for Master's - the course was familiar

--it was boring - so didn't continue (8)

--have taken many courses - equivalent to a Master's

--in particular teaching program I'm in we've had many hurdles (5)

--dealing with problems inherent to cooperative situation

--role definitions have been difficult

--our needs have changed over time

--one of most meaningful things to me was that we hired a person from Marriage and Family Counseling (4.5.6)

--through adult ed. - those who wanted to participate could

--raised money to have this consultant

--two hours to begin with - Center for Human Communications - not enough time (4,5,6)

--started with two teachers, then six, now four

--have kept this consultant -- last year funded by ECE

--originally personal work - created intimacy and closeness with each other (4,5,6)

--dealt with anything that affected us in the classroom - problems with children, husbands, wives, principal

--as program evolved - parents who originally began program not as much investment emotionally, ego wise (4)

--now more time on curriculum

--two hours together and an hour each in the classroom (6)

--follows us around - takes notes and then gives us feedback - gives positive suggestions

--non-threatening - even fun

--I want feedback (1,2,3)

--no relationship with the new principal

--original principal very supportive and interested

--present principal is saddled with us - he's supportive but unaware

--we try to think of ourselves as school within a school (2)

--most teachers are friendly but there is little information exchange - they don't ask us questions or seem interested

--regular staff has had in recent years to give more attention to staff development (2)

--we've offered to explain our stuff in meetings, but most others seem to be little interested

--I don't have a lot of trust in administration of district

--on salary schedule have more than equivalent of a Master's

--no monetary incentive but there is my own incentive

--I go through college catalogs - C__________,(8) (3) I__________,etc.

--the people I work with I believe have used courses more than regular teachers (7)

--district has very good staff development offerings

--took a music course last year

--main problem is time

--after school - tired, no enthusaism have to rush, etc.

--professional associations - none in education, but keep in touch with Institute for Transpersonal Psychology

(7)

--Piaget Conference - have participated in one week conference - 2 summers

--belong to teacher's association - not real active

--disillusioned with teacher's association

(2)

--school wide staff development

--inservice people coming in

--speaker on self esteem

(3)

--supervisors - don't coach - principal comes through classroom now and again

--district has good support - can call and get someone to come in and give curriculum advice (7)

--up to individual teacher to do so

--no one coaches us except the counselor we've hired - I feel it would be very useful, particularly if someone understood our goals

(1,2)

--no support - our principal doesn't even understand what we do

--principal evaluates us (3) is required to - evaluates one thing he is comfortable with, eg., when I do a reading group.

--Visiting Other Schools? (7)

-yes - has been very helpful

-set aside funds for two observations a year

-schools where we feel we can get new ideas

-figure out where we want to go - get sub for whole day

-feel whole day very important

--we get ideas of where to go ourselves

--haven't gone so much in our district

(7)

--guilt producing to leave our class

--also would like to observe teachers I work with

(3,6)

--would like to increase observations but don't know how to do that-- guilt feelings and also parents object

Leisure Time Activities (9)

--reading a favorite thing to do

--specifically for ideas

--also for pleasure

(9)

--e.g., TET, Models of Teaching, psychology, courses in family therapy--helpful in classroom

--also fiction - Women's Room

--like to do things with my hands

--weaving

--crocheting

--refinishing wood windowsill

--take a long time to do things

--not any particular sports

--see films - goes in spurts

Community?

--striving community - upwardly mobile

--put a lot of pressure on children to achieve - making good grades

--most teachers see their job as doing what community wants

--low morale in district among teachers - no pay raise in last two years

--teachers don't see administration as supportive

--our program more involved with parents than regular teachers

Do's and Don'ts

--Do - individualizing staff development - each teacher could work up their own staff development

--questionnaire in school useless way of assessing teacher's needs

--guilt - of teacher to leave classroom to observe

--takes energy to find out about something else

--believe principal should provide ways to exchange ideas - shouldn't be up to teachers.

These notes are analyzed to draw the profile.

THE ANALYSIS OF THE INTERVIEW:
PROFILE OF A TEACHER

Summary of the Interview

The profile is developed by analyzing the responses of the individual to the items on the Interview Guide. The aim is to depict in a coherent, logical form the participation of the individual in various kinds of staff development activities which are of the greatest concern. As an intermediate step it is useful to write up a picture of the individual and the individual staff development activities in relationship to the internal system of the school. Following is an example précis for Pam X.

Pam X.

Pam X. is a very interesting person. She works in an alternative program modelled on the English Infant School plan. Her program is one of the series of alternatives offered to elementary school children within the school district. Her original training did not prepare her to work in such a setting, but she found her way to a Montessori school which probably in some respects represents the model. She and her program are not very well connected to the administration or other teachers of the school within which they work. Generally speaking, there is relatively low interchange between the other teachers and her team. Her program also represents a difference in beliefs about children and education from that which is normative in the school. Her organizational unit seems to be secure at the moment but she does not believe that the principal supports it, although the external system of the community supports it considerably. She and the group with whom she works have a continuous integrative planning process but they are not part of a larger decision-making process within the school.

Because she and her colleagues employed the particular consultant who worked with them, they have a considerable level of inservice education relative to the model of teaching that they have chosen. They receive on-site, hands-on assistance from one another and from their consultant. While originally they paid for this assistance themselves the external system--ECE, etc. has recently provided the resources for the services. Pam X has high respect for the district office, but she does not participate in faculty-wide staff development and there is virtually no clinical supervision in the school outside of her program. Generally speaking, there is no faculty-wide program of staff development at all. Thus, her work with her colleagues appears to be an unusual pattern within the school.

She has high respect for the district and for its offerings but finds that her energy is not sufficient to permit her to take advantage of more than a few of those offerings. Furthermore, she has found the local university offerings to be of relatively small interest in general, although she has found a few courses to profit from. She is not active in professional organizations related to education but does belong to one in the field of clinical psychology. Her personal life is rich and varied. As an avocation she participates actively in a training program operated by clinical psychologists from which she draws ideas and energy for her teaching.

The following profile summary is created by analyzing the degrees of participation in various categories, estimating the density of activity, in each area.

PROFILE SUMMARY OF PAM X.

Category of Participation	Degree of Participation							
	Very High	High	Medium	Low	Very Low	Apparently Nil	No Evidence	
	5	4	3	2	1	0	0	Value
1. Faculty-wide curriculum development					X			
2. Faculty-wide inservice offerings					X			
3. Faculty-wide analysis of teaching					X			
4. Unit-wide curriculum development	X							
5. Unit-wide staff development	X							
6. Unit-wide analysis of teaching	X							
7. District offerings				X				
8. University offerings				X				
9. Personal life relevant to teaching		X						
	15	4	0	4	3		Aggregated Value	
						TOTAL	26	

This profile gives us a picture of the areas in which Pam X is active. In studying her school we would accumulate her profile with that of the other teachers to determine the relative levels of activity within the different categories for the school and the variation between teachers. This process of developing profiles for schools is described in Section VI.

Degrees of Participation

The ratings of the degrees of participation by category are one of the most important quantitative results of the interviews. They represent the results of a content analysis of the protocols. The interviewer should make a preliminary profile, with the final profile being drawn by the data analysis team.

The interviews are scrutinized for evidence about each of the nine categories. When the evidence has been collected and the ratings made for each category, it is extremely important for the interviewer to attempt to provide evidence in each category. In making the ratings, evidence is looked for that would fit each level. For example, if there is evidence of any activity at all the ranking would be above "apparently nil." The question then is to determine whether there is evidence that justifies a higher rating than "very low." If the activity in the category is barely perceptible then the rating stays at "very low." However, if participation in that area occurs with some regularity the ranking would be at least "low." For a ranking of medium the activity should be regular and fairly prominent in the life of the person. For a ranking of "high" participation in the category should be pervasive and the individual should be an active initiator of activities. For a ranking of "very high" there should be clear evidence that the activity is continuously very important in the professional life of the individual.

Examine, for example, the rough notes of Pam X's interview protocol (p 59-62 above). The number 1 appears wherever there is evidence that she participates in "faculty-wide curriculum development." Pam X states quite directly that there is very little faculty-wide curriculum development at all and that when it occurs she has participated in it. Thus her participation is higher than nil but the activity is quite sporadic. There is no evidence from the interview that her participation in that area is greater than very low. Similarly, she states that there is relatively little faculty-wide inservice work, but she provides us with some evidence that when it has occurred she has participated in it and, in fact, she has attempted to initiate greater interchange between elements of the faculty but has not been successful. Thus her participation in that area is higher than nil but there is no evidence of regular participation. She states that supervisors and the principals rarely visit and generally do so for purposes of evaluation. There are some visitations, however, so her participation is greater than nil but it is not regular. So her ranking of participation in that area is also very low. It is important to note here that we make no judgment on Pam X when we state that her participation in those three categories is very low. On the contrary she has indicated that she is anxious for greater participation in all of those areas. Her lack of participation is due more to the dynamics of the school than to her willingness or initiative so far as we can tell.

Unit-wide curriculum development is clearly higher than nil for she belongs to a unit which assiduously studies their development. It is not sporadic, so the participation is higher than "very low." It is, in fact, regular and consistent, so the participation is higher than "low." She engages actively in these events on a regular basis with the other members of her team and has played a major role in initiating the activities and keeping them going over a period of years. Hence her ranking in Unit-Wide Curriculum Development is "very high." Similarly, her ranking in Unit-Wide Staff Development and Unit-Wide Analysis of Teaching is "very high" for similar reasons.

District Offerings present an interesting picture. Pam X is aware of them and has engaged in some activities so her ranking is higher than nil. She keeps abreast of what is offered and occasionally chooses something to participate in and has found the activities to be satisfying, so the ranking is higher than "very low." However, her participation is not regular, she does not initiate activities in that area, and reports that generally speaking most of the offerings are inconvenient to her. Thus her ranking in the District Offering area is low. Her ranking in using University Offerings is similar. She does take some courses so the rank is higher than nil, and has accumulated a number of credits in recent years although she has found some courses more satisfactory than others. Currently she is taking very little work at the university. There appears to be evidence that a rank of "low" is justified. The activity is not regular enough to justify a ranking higher than that. Finally, her personal life relevant to teaching appears clearly higher than nil. She has a number of hobbies and studies clinical psychology and applies the work directly in her classroom. The regularity clearly justifies a rank of "medium" or better. The clearest evidence that she uses her personal interests to improve her teaching is in her active use of materials from clinical psychology--the area of her avocation--and of the expertise of the consultant who works consistently with her team. A ranking of "high" appears to be justifiable.

We obtain the overall profile score by accumulating the scores for participation within each category. This gives her an overall score of 26.

To sum up, Pam X has indicated that some faculty-wide activity takes place in curriculum development, formal and informal exchange of ideas, and the analysis of teaching, but these are all very low. They occur only sporadically and her unit is isolated from them. Thus for Categories 1, 2, and 3 "very low" appears to be the rating. Most of her activity appears to be generated at the unit level where curriculum development, formal and informal staff development and the analysis of teaching with a consultant are not only regular but pervasive. She has taken an active role in initiating those activities and maintaining them. Within all three categories we rate her very high.

Although she respects the district, she participates in district inservice offerings only occasionally. The relationship between the district and school does not seem to generate regular district-wide inservice activities for her. We rate her participation in that area as "low." This should not be taken to mean that the district's program is poor. It indicates more that she and her unit colleagues have developed some things that pertain more directly to their needs. Although she has taken a good many university courses and looks over what is available in her area, she takes only an occasional course now, so we rate her participation in that area as "low" also. Because of her interest in psychology her personal life seems to be very relevant to her teaching. Her study of clinical psychology appears to be pervasive and she draws directly from the area to her teaching. We rate her participation in Category 9 as "high."

From this profile, a plan for her further development could be derived. She seems to be pretty well off. Maybe we should just leave her alone! Seriously, the profiles are for feedback to the individual so that she can have a better base for deciding what changes, if any, she may want to make.

It is from an accumulation of individual teacher profiles that an informative, useful school profile may be drawn which provides a realistic knowledge base for future planning and action by the school. Section VI describes in detail the school profile.

SECTION VI

PROFILE OF A SCHOOL

This section contains a profile of a suburban elementary school.

Nightingale elementary school is staffed by sixteen classroom teachers assigned to one preschool and two classes each from grades one through six.

Over the last seven years the school has shrunk in population from about 875 to 420 students. The school contains a small library, has a full-time music coordinator, a speech and hearing specialist (who serves children in other schools as well), a nurse, a principal and a clerical staff. Nearly all of the students walk to school. About thirty kids are bused. Three of the faculty members live in the school neighborhood. The administration and staff all describe the population as low income and the community as "friendly to the school" but not "heavily involved." In the opinion of the teachers and principal, a fairly good proportion of the families--perhaps as many as thirty percent--are receiving some form of public assistance. Within the last year a small Vietnamese immigration has taken place--at present there are about thirty Vietnamese children in the school.

INTERVIEW WITH THE PRINCIPAL

The principal's questionnaire was administered orally. Florence N. has been principal of the school for ten years, has worked in the district for twenty-five, and off and on has been in that school as teacher and finally as principal over the entire quarter century. The district keeps her apprised of inservice offerings by local districts, county and teacher centers and she takes advantage of them. Recently she has attended a workshop on the structure of the intellect, a workshop on how to conduct inservice education, another on how to work with able and ambitious students (the mentally-gifted minor teacher went with her), a series of workshops operated by the State School Administrators' Association on improving the school climate. She regularly attends meetings of Delta Kappa Gamma and is active in various projects generated by an area curriculum improvement group.

The district operates a weekly series of workshops for principals which she attends. Activities during the latest year included working on an evaluation system which involves visiting teachers in several schools with teams of teachers and administrators. Also, the series included a study of a new approach to teaching. For those workshops she took one of the other teachers with her so that they could work together when they got back to the school. Following a workshop on the able and ambitious, she and the mentally gifted minor teacher did an ERIC search and have worked on the district committee charged with planning programs for the gifted.

The only initiative which operates directly in the school is Title I. Part of its resources are used for inservice activities for the staff. She and the Title I coordinator apprise the teachers of conferences and the teachers take turns attending meetings and report back about the experience and whether useful ideas were encountered. Sometimes these reports are oral and sometimes they include demonstrations. In one or two cases conference attendance resulted in contacting a consultant who later worked with the staff.

Florence visits the classrooms regularly, generally "popping in and out" rather than making lengthy observations. She is on the lookout for ideas and practices that the other teachers can use. When she spots something she asks the person to describe it at a faculty meeting. In addition, if she finds that some person is having difficulty she will regularize her visits and try to give them assistance. She has organized the faculty room around a series of tables and sofas, deliberately mingling the primary and intermediate teachers both by assigning classrooms and by manipulating recesses, lunches, etc. She sponsors a parent-effectiveness class each year for community members. The school psychologist operates it and about ten or fifteen parents attend. She feels it has been very successful for those people who participated and wishes more would show up.

She looks for university courses and tries to find at least one course a year that will expand her ideas.

She reads avidly, is not a movie goer, travels somewhat.

From her perspective she is about as active as she could be in terms of her own inservice and sees herself as a promoter of teacher-directed staff development in her school. She feels fully capable to offer clinical supervision and believes she has a relationship with her teachers that makes it possible to exercise such supervision in most cases when she choses. She fiddles with the teaching assignments to try to keep her less lively teachers in contact with the more lively ones. She believes that inservice education is going to be essential to keep public schools vital. As we went through the list of initiatives she was much interested in ones she hadn't heard of and asked many questions about how to make contact with agency administrators for assistance.

Florence's view is that the district is facilitative and will help them set up anything they can think of that is affordable. The district works in a decentralized basis, pumping information into the principals and letting them do the implementing. There are no middle-management curriculum personnel, but curriculum committees are organized directly under the associate superintendent. The principals cooperate in the evaluation of teachers who are up for tenure and other teachers who are having a difficult time.

Florence involves her teachers regularly in curriculum committees. She believes that the district makes a solid effort to provide effective workshops. Because the district looks outward toward the counties, professional organizations and teacher centers, she is able to bring to the attention of her teachers a good many options for conferences and workshops. She believes that conferences provide two functions; one is to help the teachers get perspective on their own school by mingling with other teachers, and the second is to identify ideas that they can bring back to their own work situation. In addition, she finds that attendance at conferences provides a built-in rest-and-recuperation service. She keeps a list of conference attendance which is charted out regularly. A partial list:

Conference	Date	Attendance
Conference on Achieving Teaching Excellence	Oct. 21	3
Conference - Basic Math Skills	Oct. 30	1 teacher 6 aides
An Education Fair	Nov. 10-11	2 parents 2 teachers
Conference on Multiculatural Education	Jan - 3 days	2 teachers
A Math workshop	February	2 teachers
A Language Arts workshop	March	6 teachers
CACE conference in a nearby city	Mar. 29 - Apr. 1	8 teachers
Conference on Discipline	Apr. 30	3 teachers 1 aide
Special Education Conference	Dec. 12	1 teacher
Learning Disabilities Conference	Feb. 28-Mar 3	1 teacher
Music Workshop	Nov. 29	entire staff community mbrs. aides

Perhaps the most important feature is that those who attend the conferences report back to the rest of the staff on what they have learned. She feels that the most single useful idea that was transferred throughout the school came from a conference on the utilization of aides. Following the conference the teacher who had attended conducted a workshop for the rest of the teachers and the aides which Florence believes greatly improved the relationships between teachers and aides and their effective utilization. She believes that when circumstances are right practical ideas can be transferred rapidly into practice but wishes more transferrable ideas came their way.

INTERVIEWS WITH THE TEACHERS*

Vandora X. - Sixth Grade Teacher

Vandora teaches the sixth grade and has taught one upper grade or another for fifteen years in the Nightingale School. She describes the population of the school as relatively lower class and somewhat apathetic but thinks that "there is a lot of talent in those children that the school has not been able to exploit thus far." She came to the school from Virginia where she worked in a very unstructured system and found it difficult to get used to what she regarded as a relatively more open approach to education in California: "It was quite a shock!" She tooks some ②** courses and got a California certificate. The education courses suggested that "we forget punctuation and spelling and emphasize ideas." She ⑤ also took several courses in linguistics which emphasized the language development of the children. She still takes ⑤ courses occasionally and altogether has about seventy-five hours beyond the bachelor's degree but has not taken a master's degree. She has been very active on district committees, especially in the ⑦ social studies, ⑦ spelling, and ⑦ language, and has helped select textbooks in those areas. She feels that the Nightingale school has a dynamic and demanding faculty and that the principal is ⑥ active in leading both the formal and the informal system. Most of the faculty ② exchange ideas and they discuss their teaching. In matters of curriculum they follow the textbook, which is what she does. After adopting a new textbook she follows the instructional manual very closely for a year or two before adapting it to her own style. She says she likes to try new things but prefers to get into them gradually. Most of her new ideas come from conferences and district ② workshops but she has a great deal of interchange with the other teachers. She confirms that the principal visits everyone's classroom and gets people to ③ share their ideas. She uses the same phrase as Florence ("She pops in and out of my classroom"). Vandora takes some workshop or class ⑦ every ⑧ year ("I even took belly dancing once"). She is an omniverous reader ("I usually read five ③ or six books at a time.") and reads "anything and everything." She is close to her family and the nearby neighbors, plays a lot of bridge, travels across the ⑨ country every year or two in the summer. Vandora's profile is as follows:

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*These notes have been shortened considerably from the ones which were taken during the interviews. They actually represent a "first stage" summary of the notes.

**These numbers refer to the nine categories in the profile summary that follows.

PROFILE SUMMARY OF VANDORA

Category of Participation	Degree of Participation							
	Very High	High	Medium	Low	Very Low	Apparently Nil	No Evidence	
	5	4	3	2	1	0	0	Value
1. Faculty-wide curriculum development			X					
2. Faculty-wide inservice offerings		X						
3. Faculty-wide analysis of teaching			X					
4. Unit-wide curriculum development							X	
5. Unit-wide staff development							X	
6. Unit-wide analysis of teaching							X	
7. District offerings			X					
8. University offerings			X					
. Personal life relevant to teaching			X					
		4	15				Aggregated Value	
						TOTAL	19	

Summary of Interview with Betsy G. - Third Grade Teacher

Betsy has taught nineteen years and is in her fifth year at the Nightingale School. Her husband is in the Air Force and altogether she has taught in eleven schools in five cities in three states. She has been in the school district for quite a number of years. This is her sixth school and she likes it here very much. She trained at a university in Colorado and after teaching for two or three years ran into a reading specialist and worked with him taking a great deal of graduate study in reading and helping him to conduct workshops. She holds an administrative credential and has about thirty hours beyond the master's. Presently she takes university courses "only for fun. I've had most of the things I can get at this point." She (4) feels that she and the other third grade teachers are very close and always have been. They plan their science and social studies together and (4) work with the other teachers to select the textbooks in reading and arithmetic. She and the other teachers (4) trade off. "Some years I'll teach science and the others will teach social studies, or we'll do it the other way around." They also trade off duties in physical education and some other areas. She feels that the faculty is extremely close and that she and the other third and fourth grade teachers plan a great deal of (4) what they do together. In this she has a view that cooperation is much higher than that which is described by many of the other (4) teachers. She and the other (6-) teachers work together to raise money for field trips. They rarely watch each other teach but cooperate mostly at the planning level. She also reports that Florence visits often and that frequently Florence will ask her to share an idea (2) she has had with the other teachers. Betsy is extremely sociable and (2) feels that the other teachers are too. "We chatter at lunch and share ideas all the time." Five years ago the faculty took, at Florence's instigation, a PTA fund and bought furniture for their lounge which she feels has tremendously improved the school climate. Friday mornings before school the teachers meet and share what they have done the (2) previous week. She feels she has gotten a lot of ideas from the conferences the others have (2) attended. She herself goes to conferences periodically and attends an occasional county workshop. She feels that the ESEA coordinator does a really good job of keeping everyone informed about what is (7) coming up. She does not have any ideas what schools without ESEA do to keep themselves alive. She feels that the teachers work independently and solve most of their own problems.

Increasingly as time has passed she finds university courses and district workshops to be (8-) boring. She finds most of the ideas for her teaching, except for the informal interchange with other teachers, come from her own personal (9) activities. She skis a lot and runs a ski instructional program for underprivileged children during the winter, "We ski every weekend from November to (9) April." She operates this program cooperatively with her husband. She works with the (9) Girl Scouts, is a water (9) skiier, (9) golfs regularly during the summer, is a member of a bowling league, watches movies at least (9) once or twice a week, reads newspapers and (9) light magazine fiction. She backpacks, camps and boats whenever she gets the (9) opportunity.

She feels that most inservice for teachers is not very practical. "We only get ideas from about a fourth of the things that are offered." She believes that teachers can provide a lot of their own inservice if they are given the opportunity for leadership.

She has recruited a community member who speaks Vietnamese to work with the six Vietnamese children she has in her classroom."I don't know what I'd do if that woman hadn't come along." She speaks good English and good Vietnamese and although she has only been here a short time she is very intelligent and she is helping the children enormously. She can teach them in Vietnamese or in English but her main service is in helping them to learn English.

Betsy's participation in the nine categories of staff development appears to be about as follows: she reports that Florence stimulates a good bit of activity in that the teachers work together to plan curriculum and select textbooks. The activities seem regular enough to raise the level of participation above "low" or "very low" to "medium" but they do not seem to be pervasive. On the other hand the faculty related inservice offerings appear to be quite consistent, especially with the conference participation and sharing after the conferences, so that those activities are not only regular but pervasive. So her participation in category II is "high." Although Florence visits classes there is relatively little systematic analysis of teaching. This area appears to be larger than "nil" for Betsy but is not even occasional, so we rate it "very low."

Betsy appears to talk about teaching and share teaching with the other teachers on a regular basis so that the cooperative planning activity within her unit appears to be "high" in that it is both regular and pervasive.

By sharing planning and exchanging ideas about teaching and curriculum on an informal basis the unit of teachers she works with accomplish a great deal. Their inservice work, although largely informal, appears to be quite regular but is not sufficiently pervasive to warrant a rating higher than "medium."

Despite their cooperative planning, the teachers rarely visit each other to analyze their teaching so this area appears to be very low.

Because of the district-wide initiative in bringing conferences to the attention of the teachers conference participation seems to be regular and the sharing makes it a relatively pervasive activity. Also Betsy works regularly with curriculum committees. Her participation in this area appears to be "high."

Betsy appears to have "run out her string" on university courses and her participation in that area is "very low."

Her personal activities that relate to teaching appear to be "very high." Sports are not only a regular but pervasive aspect of her life and we have the impression that she draws on them continuously as she works with the children. In fact, in many senses they appear to be an extension of her teaching. We rate her participation in school-related personal activities as "very high" indeed.

PROFILE OF BETSY

Category of Participation	Degree of Participation							
	Very High	High	Medium	Low	Very Low	Apparently Nil	No Evidence	
	5	4	3	2	1	0	0	Value
[illegible]. Faculty-wide curriculum development			X					
2. Faculty-wide inservice offerings		X						
3. Faculty-wide analysis of teaching					X			
4. Unit-wide curriculum development		X						
5. Unit-wide staff development			X					
6. Unit-wide analysis of teaching					X			
7. District offerings		X						
8. University offerings					X			
9. Personal life relevant to teaching	X							
	5	12	6	0	3	Aggregated Value TOTAL 26		

Summary of Interview With Chris

Chris feels that the neighborhood is getting overloaded with low income housing and that many of the children are neglected. She constantly argues with the principal about the use of aides and is adamantly opposed to a state sponsored school improvement program and ECE. She feels that aides make dependent instead of independent learners and the teacher can do fine without their help. Her friends report to her that "if you are a SIP or ECE school you simply get loaded with paper-work and other things that don't help the kids directly." She feels that the Nightingale School makes good use of its aides, however, and that they work on subject matter rather than on paper grading and minding the children.

She has worked eleven years in the school and has been a teacher altogether for sixteen years. She has kept changing grades to avoid "burning myself out" and feels that changing grades helps her turn on energy. She grew up in the Bay Area and went to one of the state universities. She has a bachelor's degree and seventy-six units beyond it. She did not take courses for several years and then a supervisors of student teachers from the local university called her a "stone-age teacher" so she went back and took many courses. "However, I'm not sure who was more in the stone age, the people teaching those courses or me." However, she reports that she now structures her classroom in a less traditional way.

She feels that she is a lone-ranger in her teaching and that most of the other teachers do not actually share ideas that they use in their classrooms. "Everybody's very friendly and we talk about teaching a lot, but we're not really sharing specific (2-) ideas." She feels that she receives relatively little coaching in her teaching. "Florence thinks I'm pretty good and comes in looking for ideas that I can share with the others, but she really doesn't give me much (-3) direct assistance."

She very rarely takes district courses but ran into a county workshop last year on biofeedback and feels that it could be very helpful for (7) hyper-active kids.

She reads U.S. News and World Report regularly and magazines about horses. She used to like to ride. She sees an occasional film, travels within the state periodically and attends local sporting events rarely.

Profile for Chris

In general Chris does not participate widely in any kind of inservice work. She does not mention school-wide curriculum development and appears to oppose programs such as SIP which would promote more general activity. None of her school-wide activities appear to be regular but they do appear to be occasional, so we rate them "low." She does not mention any school-wide analysis of teaching so we rate that category as "nil" in her case.

She feels that the other teachers share ideas about teaching but rarely engage in cooperative planning so we rate unit-wide curriculum development as "very low" and unit-wide inservice work and analysis of teaching as "nil."

She rarely participates in university or district offerings but does so occasionally so these are rated very low. She has been active in sports and reads somewhat but appears to have no regular reading, artistic, or athletic activity in her life at present nor does she travel to any great extent. Her personal-related category is therefore rated "low" also.

PROFILE OF CHRIS

Category of Participation	Degree of Participation							
	Very High	High	Medium	Low	Very Low	Apparently Nil	No Evidence	
	5	4	3	2	1	0	0	Value
1. Faculty-wide curriculum development				X				
2. Faculty-wide inservice offerings			X					
3. Faculty-wide analysis of teaching					X			
4. Unit-wide curriculum development				X				
5. Unit-wide staff development					X			
6. Unit-wide analysis of teaching					X			
7. District offerings				X				
University offerings				X				
9. Personal life relevant to teaching			X					
	0	0	3	8	3			Aggregated Value
								TOTAL 14

Summary of Interview With Charlie B.

Charlie B. is a teaching vice principal and has worked for the last fifteen years in the same school. He has been nineteen years in the district. He has a bachelor's degree, a master's in educational administration and an administrator's credential. He has not taken a college course for at least ten years.

He assiduously avoids district workshops (7-) but he has worked on a county social studies and spelling curriculum committee (7+). He gets most of his new ideas about teaching from talking to people, especially other teachers, and occasionally picks up something from a magazine in the faculty room. He has not been visited in his classroom except by (2-) Florence and says that she has pretty good confidence in him and only occasionally offers advice. He also reports that he would not welcome very much advice, he thinks he knows how to do his job. He likes it, however, when the other teachers share ideas and occasionally finds something he can use. (2+)

He reads the newspaper regularly, sees an occasional film, reads two or three novels a year, and travels occasionally, confining most of his travel to the immediate area. He follows his son in sports--a fine athlete who's getting ready for college. During the last two years he went to one conference in multicultural education and has taken one district workshop during the last three years.

The Development of the Profile of Charlie B.

Charlie B. participates somewhat in informal discussions of teaching but does not participate in school-wide curriculum development activities except on a minimum level. His rating in curriculum development is "very low." He attends faculty meetings in which teachers report on their attendance at conferences but he himself does not utilize the opportunity to attend conferences and is not pulled beyond low activity in the area. He is rarely visited in the classroom even by the principal and receives only sporadic advice from her ("very low" for Category 3). His unit engages in no general curriculum development, staff development or analysis of teaching as it affects him. His ratings in all three of those categories are "nil." He has attended one district workshop in the last three years making his participation in that category barely above "apparently nil." At present his participation in university courses appears to be "nil."

The interviewer was unable to discover any activities in his personal life from which he draws directly for his teaching, but his work in coaching neighborhood boys and girls probably has some effect on his teaching. A rating in Category 9 is also "very low."

If we compare Charlie B. and Betsy G. we can see clearly how widely participation in staff development activity of all kinds varies within the same environment. We know from what Florence and his fellow teachers have said that the school is active in curriculum development, especially the selection of materials, and that teachers regularly attend conferences and share their results. Most of these activities do not appear to touch Charlie B.

PROFILE OF CHARLIE B.

Category of Participation	Degree of Participation						
	Very High	High	Medium	Low	Very Low	Apparently Nil	No Evidence
1. Faculty-wide curriculum development					X		
2. Faculty-wide inservice offerings				X			
3. Faculty-wide analysis of teaching					X		
4. Unit-wide curriculum development						X	
5. Unit-wide staff development						X	
6. Unit-wide analysis of teaching						X	
7. District Offerings					X		
8. University offerings						X	
9. Personal life relevant to teaching					X		
	0	0	0	2	4	0	Aggregated Value
							TOTAL 6

Summary of Interview with Emily B.- First Grade Teacher

Emily has taught for twenty years and is in her twelfth year at the Nightingale School. She went to college in the northwest and moved around a lot and taught wherever her husband was stationed when he was in the service. She has eighty units over the bachelor's degree and has a master's in education also.

"I've taken almost any course you've ever heard of in education over the years." Presently she takes an occasional course but has trouble finding ones that are not duplicates of the past. She describes the school as very positive and informal. "When we come into the faculty room we're all working together and feeding ideas to each other." (2) She reports that the classes take field trips (4) and see films together. She takes two or three district courses (7) a year, everything from child abuse to parent effectiveness training, and is on the language arts committees for the district (7) and the county. She attends two or three conferences a year and usually finds things to share at the faculty meetings. She reports that she very rarely has seen others teach or been (3,6) visited in the classroom frequently by anyone except Florence. Presently she is looking for new interests and reports that she is taking courses in parapsychology and uses the ideas with her children. (8) She thinks that first grade children are fascinated with parapsychology.

Her leisure life is very active. (9) She is in creative drama with the local repertory theater, loves to disco, skiis regularly, has a small motorcycle which she rides around and has even tried racing once. She swims well and goes to swim meets because her daughter is a swimmer and sometimes she and her daughter race together. She reads magazines rather than books, especially articles on nutrition, psychology and education. She reads every issue of Cosmopolitan from cover to cover. She is not a "movie-goer" nor does she travel very much outside of the immediate area.

Development of the Profile of Emily B.

Emily B. describes relatively regular participation in faculty-wide discussions of curriculum and interchange of ideas about teaching. Categories I and II appear to be about "medium" since the interchange of ideas is regular but not pervasive. Since she is almost never visited in the classroom, the analysis of teaching either at the school level (Category 3) or the unit level

(Category 6) appear to be "very low." Her unit appears to engage in a certain amount of cooperative teaching especially related to field trips, etc. Unit-wide curriculum development appears to be low, but the informal staff development generated by interchange between the teachers appears to be relatively regular, a rating of "low." Emily is relatively active within the district both in taking workshops and working on curriculum committees, a rating of "medium." Her activity appears to be regular but not pervasive, a rating of "medium." She takes university courses regularly and appears to use the ideas from one area or another on a fairly regular basis also as in the case of her use of parapsychology with the younger children, a rating of "medium." She is very active personally and brings ideas from her hobbies and other leisure activities to the students on a fairly regular basis. Her utilization of information from her personal activities appears to be regular and possibly pervaise, a rating of "high."

SUMMARY PROFILE OF EMILY B.

Category of Participation	Degree of Participation							
	Very High	High	Medium	Low	Very Low	Apparently Nil	No Evidence	
	5	4	3	2	1	0	0	Value
1. Faculty-wide curriculum development			X					
2. Faculty-wide inservice offerings			X					
3. Faculty-wide analysis of teaching					X			
4. Unit-wide curriculum development				X				
5. Unit-wide staff development			X					
6. Unit-wide analysis of teaching					X			
7. District offerings			X					
8. University offerings			X					
. Personal life relevant to teaching		X						
		4	15	2	2		Aggregate Value	
						TOTAL	23	

Summary of Interview With Clark Z.

Clark is a special education teacher. He has taught in the school the entire nine years he has been teaching and teaches the educable mentally retarded students who leave their classrooms for a few hours a week to work with him. He works with the teachers to feed them information about their children, but he feels that while the faculty is (2) easy to talk to and has a good time informally, they interchange relatively few ideas that they are actually able to use in their classrooms except in the (1) activities that Florence promotes. He reports that he is a professional ⑧ student. He has taken a great number of courses, over a hundred hours altogether beyond his bachelor's, and his wife, who is also in special education, attends many of them with him. "We decide what to take and go get it." They are omniverous (7) consumers of workshops from the district through the state level. When a national conference is held in California they try to find out about it and get (7) there. Because of the Title I money he is able to go to conferences frequently. "I go right up to the maximum if Florence will let me." He feels that she "Let's him" every time she can. Also, Florence feeds him ideas about conferences and has been instrumental in arranging for him to teach a couple of workshops in the (7) district.

In his nine years he has never been (3) visited by a specialist in special education, and he says, "while Florence helps all she can, I am really the specialist in the area. She would get me more help if she could." However, others have come to visit him and watch his (2) program.

Outside of school he teaches tennis, (9) community courses, and "holistic health programs" and is on the board of a community agency. He is an omniverous reader of newspapers and magazines. He is an occasional "movie-goer."

He feels that the community is highly migratory and getting more so and the turnover is too high to maintain a coherent program for many of the children who most need one.

Development of Profile for Clark Z.

Clark Z. reports the faculty-wide curriculum development as relatively low (a rating of one) but that he feeds ideas to other teachers about their children on a regular basis (thus Category 2 is "medium"). He reports very low visitation and the fact that he has never been visited by a specialist, but that Florence tries to help him but does not know enough about his area, a rating of "very low" in Category 3. He does not belong to a unit or have other connections with other Special Education teachers so Categories 4, 5, and 6 are apparently "nil." However, he is an omniverous consumer of workshops and university courses both initiating participation of a very high level and has even been involved in teaching some workshops. Thus Categories 7 and 8 are very high. Similarly his personal life is very active, including areas which he draws on for his teaching, thus Category 9 is "very high" also.

His overall profile is fascinating. Teaching in a relatively isolated way as he does, he engages in relatively little inservice activity within any kind of unit or with the faculty as a whole, but uses workshops, university courses and the opportunities in his personal life to generate an extremely high level of activity within those areas.

SUMMARY PROFILE OF CLARK Z

Category of Participation	Very High	High	Medium	Low	Very Low	Apparently Nil	No Evidence
	5	4	3	2	1	0	0 Value
1. Faculty-wide curriculum development					X		
2. Faculty-wide inservice offerings			X				
3. Faculty-wide analysis of teaching					X		
4. Unit-wide curriculum development						X	
5. Unit-wide staff development						X	
6. Unit-wide analysis of teaching						X	
7. District offerings	X						
8. University offerings	X						
9. Personal life relevant to teaching	X						
	15	0	3	0	2		Aggregated Value
							TOTAL 20

THE PROFILE OF THE SCHOOL

The profile is drawn two ways. One is in terms of levels of activity in various kinds of staff development and the second is in terms of the description of the internal and external system of the school. The staff development indices derive directly from the profiles of the individual teachers accumulated for the school.

We begin to draw the profile of the school by accumulating the profiles of individual's participation in the nine categories of staff development activities. The picture is as follows:

PROFILE OF THE SCHOOL
FREQUENCIES OF PARTICIPATION

Category	Very High	High	Medium	Low	Very Low	Apparently Nil	No Evidence	Average	TOTAL
Value	5	4	3	2	1	0	0		
1. Faculty-wide curriculum development			3	1	2			2.17	6
2. Faculty-wide inservice offerings		2	3	1				3.17	6
3. Faculty-wide analysis of teaching			1		5			1.33	6
4. Unit-wide curriculum development		1		2		2	1	1.33	6
5. Unit-wide staff development			2		1	2	1	1.17	6
6. Unit-wide analysis of teaching					3	2	1	.5	6
District Offerings	1	1	2	1	1			3.0	6
8. University Offerings	1		2	1	1	1		2.17	6
9. Personal life relevant to teaching	2	1	2		1			3.5	6
TOTAL	4	5	15	6	14	7	3	2.06	54

Individual Scores of Six Teachers

26 - Betsy
23 - Emily B.
20 - Clark Z.
15 - Vandora
12 - Chris
6 - Charlie B

The picture of variation presented here is one which we have found to be typical. Even within the same school some persons' unit-related activities are very high and others are very low. Some persons are extremely active in their personal lives and use district workshops and committees and university courses actively, while others participate in those areas moderately or not at all. Faculty-wide activities are more normative, but even there, considerable variation occurs with some persons being drawn into much higher levels of activity than others. If we take the profiles of these teachers as representative of the school as a whole we can see the curriculum development and formal and informal inservice activities are moderate, largely due to Florence's efforts to get the teachers to conferences and help them report to each other. The analysis of teaching, whether through clinical supervision or any other variation, is extremely low both at the faculty and unit levels.

According to the School Profile - Frequencies of Participation, the school is strongest in faculty-wide inservice offerings (score 3.17) and in the extent to which teachers in their own personal life activities make a contribution to staff development (3.5). A modest amount of faculty-wide curriculum development takes place and the faculty take some advantage of university offerings, and although the ratings are not high (2.17), they are about the average for all categories (2.06). The lowest categories are analysis of their own teaching at the unit level (.5) and unit-wide curriculum development and faculty-wide analysis of teaching (1.33). Unit-wide staff development is also low (1.17).

The range of score for individual teachers is quite wide, 6-26 (total possible score 45). Given this range and the average of 2.06 (which means "low") across all items for all teachers, the school may be considered as below average in its staff development program. This is not fully congruent with our overall impressions in comparing Nightingale with other schools we have visited during the field testing and in our work in schools in other contexts. This school impresses us as being stronger than the scores would indicate. What this means is not clear. It may be that at this rough stage of development, our scales have not as yet been accurately calibrated against a normal population. In fact the scales in their present state of development are in an absolute rather than a normative frame. This may very well need to be changed. Or it may more likely be the case that the general staff development health of a school is more than the sum of what can be derived from averaging the scores of individual teachers--in this case only a sample of the total faculty. It may be too that these matters are strongly influenced by the leadership and competence of the principal, which in this case is, in our judgment, quite high.

The Internal and External Systems Of the School

The Content Analysis Map which appears on pages 25 to 34 in Section III is used to describe the internal and external systems. The notes from each interview are coded according to their mention of the categories within the map. The notes relevant to each category are then accumulated across teachers to form the description of the internal and external systems. For the Nightingale School the picture is approximately as follows:

The Community

The teachers appear to be agreed that they are working in a relatively low-income neighborhood, although there are sprinklings of "middle class" and professional people. There has been a recent immigration of Vietnamese into the area and the school is somewhat puzzled about how to adapt to the influx.

Most of the teachers appear to feel that the community members are relatively uninvolved with the school and that the high numbers of transitory people make it relatively difficult to put together a coherent program.

The school district offers parent effectiveness training courses which are participated in by relatively few parents.

We find little evidence of productive energy between the community and the school. Quite understandably the school has difficulty adapting to the high transient population. Given the potential productive energy that can be generated even in low income communities it would appear possible for the school to capitalize more on its community. At present the faculty are carrying the burden of the education of the children virtually by themselves. It is not clear what are the central educational values of the community due to the relative disconnectedness of the community and the school. It would appear, however, that the community has no strong objections to the basic missions of the school as conceived by the faculty and they are probably quite positive, given the limitations of their low level of participation.

The School

Within the school it appears to be normative to have a relatively high degree of informal interchange between the teachers but there is wide variation. The principal actively promotes sharing and works in a number of ways to increase the communication between teachers. The selection of textbooks is a relatively common activity and sharing from conferences and from one's own teaching are encouraged systematically by the principal. Generally speaking the faculty are discouraged about quite a number of their children and feel somewhat helpless about promoting the sound basic education which they all espouse, given the disconnectedness of the community and the school. The teachers appear to be oriented toward the basic skills and toward generating means of getting the children "on the track" of a basic curriculum. Innovative behavior within the frame of basic skills teaching is encouraged and again the principal's role here seems to be critical. However, lack of participation is tolerated, as for example, in the case of the assistant principal who rarely participates in any of the common activities. It is probable that the norms of the faculty vary widely according to sub-units. There appears to be quite a variation in interchange between teachers; at least one unit espouses a good deal of cooperative teaching while some of the teachers apparently work in a relatively isolated way. There is an extensive, informal decision-making system. The formal decisions about curriculum and conferences appear to be under the direct control of the principal. However, the principal is by no means isolated from the teachers. She is closely connected to them both in formal and informal ways, visiting the classrooms regularly and encouraging interchange of ideas. It appears likely that the principal would not tolerate dissidence among the faculty although she tolerates wide variations in teaching styles and opinions about the district and the community.

The School Climate

Learning of the basic subjects appears to be the primary purpose of the school. Apart from this the school does not have a distinctive educational thrust. The faculty appear to be "gradualists" in their approach to education. Each individual is permitted to teach in his/her own way and all appear to have high respect for one another. They value learning and the children.

The External Systems

The principal is closely connected to the district and, together with the Title I coordinator attempts to get teachers involved in district-wide committees, workshops, and conferences. In addition, information is fed to the teachers about conferences offered throughout the state and about university courses as well.

There appears to be little or no effort for the school to tailor its curriculum to the community in which it works. The school has no formal relationship with any particular university.

We have as yet been unable to translate the description of the internal/ external system into a numerical set of scores. As experience accumulates and if it becomes possible to develop scales about different dimensions of these two systems, then an important step toward objectivity will have been taken. As a first step toward beginning to think how such an objective profile might develop, we have sketched the following:

SCHOOL PROFILE - INTERNAL/EXTERNAL SYSTEM

Internal System

The Community

1. Faculty agreement about nature of community
2. Degree of activity in school -
3. Degree of School-Community agreement on Basic Education Philosophy and Purpose of education

The School

1. Degree of activity of informal interaction among faculty
2. Degree of freedom of choice faculty members have about their teaching and material
3. Extensiveness and power of the informal decision making system
4. Extent to which formal decision making is in hand by the (principal) formal leader
5. Degree of closeness of relations between teachers and principal

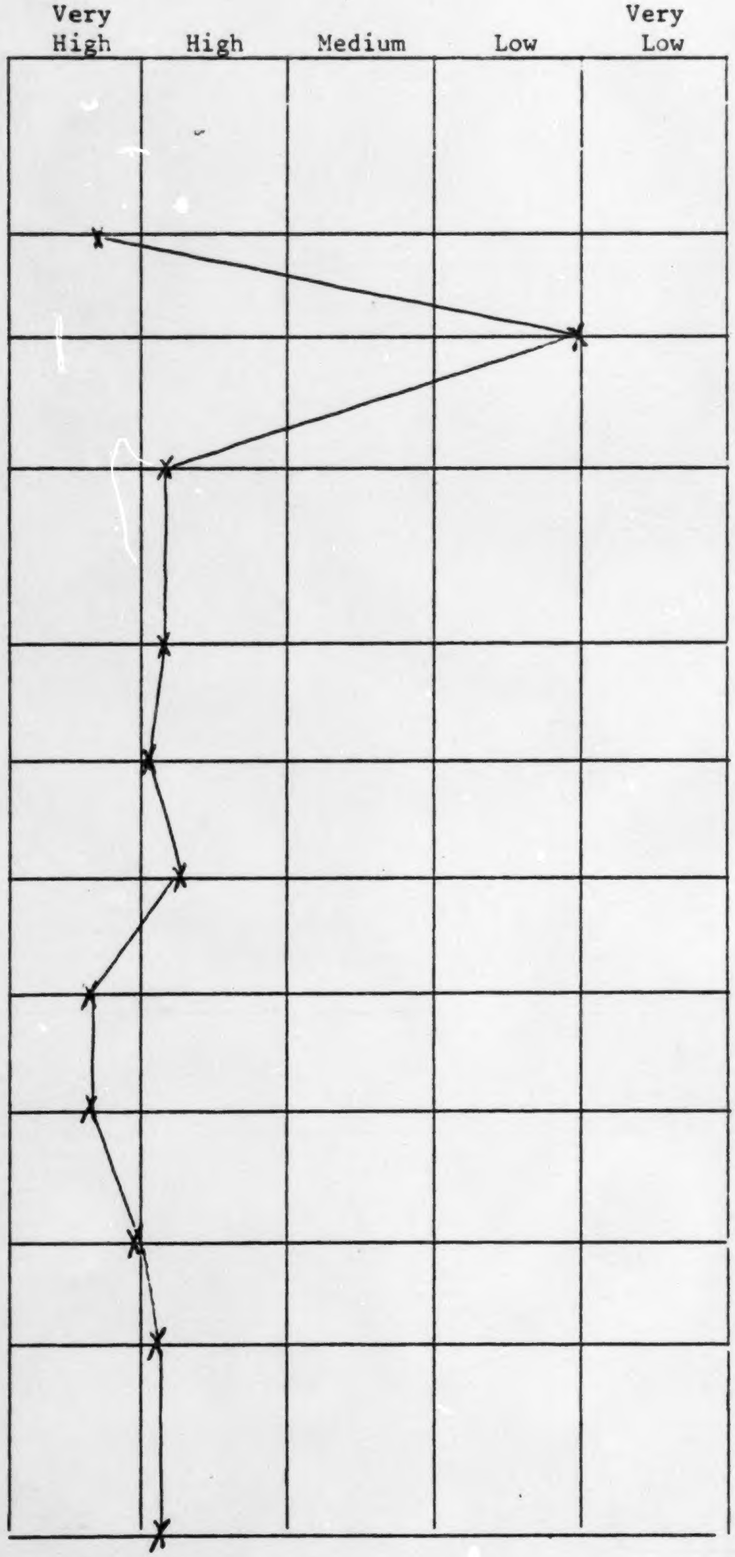
Climate

1. Degree of personal rapport
2. Degree of professional rapport

External System

The District

1. Communication between district office and school and School District office



The power of these individual and school profiles in helping to assess the needs for staff development in any given instance can now be more fully discussed, as they are in Section VII on how the materials can be fed back to those who originally provided the data.

SECTION VII

FEEDBACK AND USE OF RESULTS

In considering feedback and use of the results of the inquiry we come to the linchpin of the enterprise. Although we have been experimenting with feedback of the results of the inquiry and their use throughout the developmental work that has led to the current set of materials, we have had very little experience to date with feedback to any of the levels of the organization which might be involved in the inquiries. Our limited experience encourages the belief that comfortable and meaningful feedback can be provided with profitable results to organizations and individuals. In reading this section remember that we are at the beginning of a process and that learning how to handle information and use it will have to be a shared task for the future by all parties concerned.

WHO RECEIVES FEEDBACK

All individuals and groups involved in the study are potential recipients of information from it. The task forces at each level become responsible for receiving information from the data management team, for holding meetings, and for writing reports to the other members of their organizations. Following is a list of who is to receive feedback.

Individuals. Any person for whom a profile is drawn should have the opportunity to study and to use the information for his/her own development.

Schools. The school task force is to transmit information to the teachers and building administrators.

Districts. Persons involved with staff development, central administration officials, school board members and community members are to receive information.

Regional Agencies. Teacher Centers, universities and county offices. County offices will involve (1) officials engaged in school improvement and staff development, and (2) representatives of the school districts which they serve.

Universities will involve faculty and administrators concerned with preservice and inservice education and representatives of cooperating school districts.

Teacher Centers will involve their staffs, board members, and representatives of districts which they serve.

State Agencies. Departments and offices concerned with school improvement, evaluation, and staff development will involve their own staffs and legislators and legislative assistants concerned with education.

Each of these entities will ask different, though at times overlapping, types of questions of the data because of the uniqueness of their responsibilities and the nature of their services. All of the agencies will have two questions in common: (1) how is the ecology of staff development functioning: i.e., the state of staff development in the area being studied?, and (2) what courses of action are likely to improve it?

THE ROLE OF THE TASK FORCES AND DATA MANAGEMENT TEAMS

The role of the task forces and the data management teams organized at the different levels are of key importance in the feedback process.

The most important responsibility of the task force in relation to the feedback process is to formulate the basic set of questions that it wants answered by the data. Careful attention needs to be paid to this crucial step at the outset. In addition, the task force is to be responsible for (1) orienting its members and other agencies to the study, (2) training interviewers and persons to deliver and retrieve questionnaires, (3) arranging for the conduct of the interviews and questionnaire delivery and retrieval, (4) transmitting the raw data thus collected to the data management team, (5) receiving analyzed information from the data management team, and (6) arranging for it to be fed back to the members of its agency and the other agencies concerned. The task force of each agency will be directly responsible for feedback to its members.

The data management team is responsible for receiving the information from the task forces, analyzing it and returning it to them in a form which can be used for feedback relevant to the questions that the task force wants answered. With respect to the state agencies, the data management team may in fact provide the feedback once it is given a list of the questions which those agencies would most like to answer. Hence, in a state-initiated study the data management team will return analyzed information organized according to questions asked to the state, regional agencies, districts, and through the districts to the schools. The data management team will perform the content analysis of the interview protocols, analyze and reduce questionnaire data and organize it around the questions being asked by each entity. The questions provided by the agencies guide the activities of the data management team. In addition, the data management team may identify facts and issues not originally anticipated, and will bring those to the attention of the agencies concerned. This process of feedback may be better understood by some illustrations. In the following pages we will draw on interviews, the case studies of the Nightingale School, and other data included in the Appendices.

USE OF DATA FOR FEEDBACK PURPOSES FROM AN INDIVIDUAL PROFILE:

AN ILLUSTRATION

Let us begin with a compact unit of data that pertains to the ecology of the professional life of Pam X. It may be worthwhile at this point to review Section IV which presents the profile of Pam X. Imagine for a moment that the profile of Pam X. is available to Pam, and that she has agreed for it to be available to the faculty, and the administration of her school, the district staff development offices, her nearby university, and state officials responsible for the administration of a number of the state initiatives on staff development.

The Individual

The first step in feedback would be to have someone from the task force or the data management team, or some other responsible professional, to present the profile directly to Pam X. for general discussion aimed at (1) having its accuracy and comprehensiveness verified and/or corrected and supplemented, and (2) for discussion of what Pam X. thought about the picture as far as her own future professional development was concerned. The next step would then be to see to it that the necessary support services are provided for enabling Pam X. to follow the chosen courses of action.

The School Task Force

Suppose that among the questions this task force was asking was this one: "How well are faculty members and administrators in this school supporting one another's efforts to improve their teaching?" In reality, the task force in feeding back information for faculty consideration would not present only one profile, but rather a composite for the whole faculty. Only one case is used here for illustrative purposes.

Pam X's profile is clearly relevant to the question asked by the task force. She and her unit support each other very well but they feel isolated in the school and that they are merely tolerated as a unit by the administrator. This is strong information. If the school task force members were the interviewers, they would have been in contact with it before it came back to them from the data management unit. For the moment assume that the data management unit had presented Pam's profile to them. They would clearly be made aware that she has plenty of support but not because the faculty and the administration are unified.

How the task force would use these data is their decision. The administrator might well be unaware that one of his/her units feels neglected and may become concerned that the others may feel equally isolated. If so, a number of courses of action are open to him/her to provide greater support. In addition s/he would have received the information that while s/he visits the classroom occasionally for evaluation purposes s/he is not operating as a clinical supervisor. S/he may to consider remedying that. If it turns out that the other teachers in the school feel as isolated as Pam does, the task force may consider ways of bringing the units into closer contact with one another and helping them to learn from their different approaches.

The District Staff Development Office

Suppose that the staff development unit is asking the question, "How effectively are we delivering services to our teachers?" Some of the data from Pam X's profile are relevant. She holds the staff development unit in high esteem but is not well connected with it. Further, she reports that the level of activity in faculty staff development in the school is relatively low. Pam judges that the district offers high quality workshops but that it is hard for her to schedule them.

Depending on data from other teachers the staff development office might react to Pam's information in several ways. How could the district play a more active role in facilitating faculty staff development? How could they provide clinical help to the teachers? The pattern of district workshops might be reexamined. It is possible that the staff development office might want to experiment with ways of delivering on-site service to schools rather than operating in a workshop pattern.

The University

In this illustration, the university is used to represent one of the other regional agencies which might be conducting the study in which Pam X. was one of the informants. Assume that one of the questions that the university posed was "How well are our courses and workshops reaching teachers who work in alternative schools?" Pam X's history and current use of higher education courses would be distressing news, especially if it turned out that she was typical. Information such as Pam X's would be especially meaningful because she is obviously such a high energy person and has battled to obtain support for her teaching activities. If many teachers responded as she did the university might well consider a systematic follow-up study asking teachers what kinds of services they would like and how they could best be delivered. It is possible that teachers in "open education" alternative schools should be offered special help not presently available.

State Agencies

Assume that the state's questions concentrated on the initiatives which were operating in Pam X's school. (See Appendix A for a list of the initiatives.) They would be encouraged that Early Childhood Education resources are providing some of the support for the effective consultant services which Pam and her unit receive and that, despite the fact that the relationships between Pam's unit and the district are not optimal, adequate connections existed to provide direct support for her efforts. Pam and her unit appear to be providing a kind of education which might well serve as a demonstration to other units experimenting with this particular approach. Administrators of the teacher centers would be aware that Pam X has little connection with them and, in fact, has not heard of some of the resources which might be of assistance to her. In addition, although it is not included in the profile, Pam X. was unaware of the existence of AB 551 and the administrators of that program would also be interested in the possible effects of AB 551 in a school whose faculty are as divided as Pam X's appear to be. Initiatives go into schools and must face the reality of conditions in them. The state officials might begin to generate the question, "How can initiatives be made more relevant to schools? What kinds of technical assistance are necessary if schools are to use state initiatives effectively?"

We began with the data from a single teacher, not because she is representative, but because of the ease for illustration from a small data base. Also, the data from Pam X. illustrates the role of the data management team. Pam's rights to privacy must be protected. It would defeat the purpose of formative feedback were any of the persons who received information to react to her personally. In the course of an inquiry, the data management team will receive information from a number of teachers in each site. They will need to develop ways to handle those data so as to mask the identity of the individuals but not destroy the reality of the information. As Pam's data are brought together with those of others this task becomes easier. The data management team would group her information together with that from others, so that they would not say, "Pam X. believes that the principal barely tolerates the existence of her unit," but rather, "A number of the teachers in the school believe that the alternative units in the school are relatively isolated from one another." They might also qualify that statement by, "Some of the teachers believe they are not isolated."

USE OF DATA FOR FEEDBACK PURPOSES
FROM A SCHOOL PROFILE:
AN ILLUSTRATION

Before reading this section it might be helpful to review the material in Section VI, Profile of a School.

The case of the Nightingale School is one drawn from the developmental work proceeding these guidelines. It is based on interviews and questionnaire data from teachers and administrators in Nightingale School. Assume that the data management team were feeding information from Nightingale to each of the agency task forces.

The School Task Force

Assume that the Nightingale School Faculty Task Force asked this question: "How can we get more 'hands-on' help with our teaching?" The task force could report that the school is probably average in a number of ways. The principal visits the classrooms and uses faculty meetings and other devices to help teachers identify ideas that they can share with others.

The practice of using Title I resources to help teachers attend conferences and when they return to share from those conferences appears to be functioning well.

Most of the teachers have not observed other teachers teaching. Except for Florence's efforts, there is little provision for coaching that helps teachers apply ideas gained from the conferences or from one another. The task force might (1) consider increasing the amount of intra-class visitation, (2) offering a program to assist teachers in observation, and (3) helping them learn how to coach one another. If the task force brings such suggestions to the faculty, a variety of opinions will be forthcoming about whether an increase in intra-class visitation is desirable and what kinds of help would be needed to carry it out, and this would need to be resolved.

The data management team would probably also observe that the teachers as individuals were concerned about how to work with their highly transient population. It might be worthwhile to consider organizing a faculty-wide effort to develop approaches to curriculum and teaching tailored for such a population. District officials, local universities and teacher centers might be consulted for ideas. The problem is not uncommon. Approaches are available which the faculty might wish to consider. It is possible that a concentration on the migratory aspects of the population would be a good entree into a more intensive study of teaching.

The District Task Force

Assume that the task force asked the question: "How well is our policy of working through the school administrator and district curriculum committees working out?"

The district would be pleased with Florence's level of activity and the extent to which it pulls her faculty members into conference-related and intra-school sharing activities. The task force would learn that many of the teachers had satisfying experiences with the district curriculum committees. However, it would also learn that many of the curricular decisons were made through the school-wide adoption of textbooks and that textbook dominated teaching appears (with exceptions) to be the norm. The district task force might well conclude that Nightingale would be fertile ground for district-generated initiatives. It might explore with the school ways to generate more direct linkages with universities and teacher centers. The school appears to use a variety of agencies quite well. It does not have sufficiently intensive relationships with any one of the regional agencies to enable the faculty to reconsider its curriculum. The district might also be interested in the distress of the teachers with respect to their transient population and might want to direct energy toward that problem.

A Local University

Were a local university involved in a study which included the Nightingale School it might ask this qeustion: "What kinds of direct services might we be providing to schools such as this one?" The university task force would learn that the individuals within the Nightingale School vary widely in their use of universities. They would learn that they use conferences and workshops much more intensively than they use university courses, that teachers vary widely, some exploiting the university effectively and others being barely touched by it. The task force would note that the members of the faculty are inexperienced in observation and clinical coaching, that they face a number of curricular problems which could be used as an entree for a substantial program of cooperation. The university task force might discover that other schools face similar problems, thus providing a basis for rethinking their offerings and the kinds of relationships they might have with those schools. The task force might want to consider holding meetings with school faculties such as Nightingale's to explore how to identify their basic needs and how the university could be helpful in meeting them. The "migratory population problem" might be a good place to begin.

State Agencies

State officials may be mainly interested in the question of relationship of initiatives to the school. Here they would be pleased to learn how effectively the school is using Title I funds for staff development purposes. They might be surprised to learn that Florence and her faculty had never heard of the AB 551 initiative. They would be even more concerned to learn that the district administrator reports that the "paper work and restrictions" of AB 551 make it less than worthwhile to consider. In schools such as Nightingale relatively few initiatives operate. This might lead to study of an adequate sample of schools which would provide a clear picture of how many initiatives operate in what places and what effects they have. If case studies such as this were conducted in most districts in most schools in the districts, the district task forces, regional task forces and state task forces would have a clear picture of what initiatives were operating where and the use of resources for staff development throughout the state.

Since information from one school is not the same as a state study, we turn to an illustration from questionnaire data from a large number of schools to illustrate how such data might be used for feedback purposes.

USE OF DATA FOR FEEDBACK PURPOSES FROM A NATIONAL QUESTIONNAIRE STUDY OF INSERVICE EDUCATION: AN ILLUSTRATION

This third illustration about feedback is based on data obtained from a large-scale questionnaire survey. The data in Appendix D-1 have been accumulated by state and across the National Urban/Rural School Development Program which also included questionnaires for community members and higher education personnel. This survey was made in 1977 using a questionnaire having much in common with those proposed for this inquiry (see Appendix C). Some of the data from the survey make up Appendix D-1, D-2, D-3 and contain data on the items discussed immediately below, including correlations and data on the quality of items in the questionnaire. To save space in Appendix D-1 the data are not broken down by region, type of schools, types of initiatives operating (with the exception of the Urban/Rural) as this is the form in which they are likely to be most useful for the state and regional agency levels. Properly analyzed, however, they could provide information for districts and schools.

The next few pages will illustrate formative feedback based on the California and Urban/Rural samples to a state task force and the task force of a regional agency which we will exemplify by using a higher education institution.

TABLE B-4

EDUCATION COMPLETED

(My highest level of education
includes a _______)

Education Level	Urban/Rural	California
High school diploma	1.4	0.9
Bachelor's degree	51.7	53.2
Master's degree	37.8	32.5
Specialist or 6th year Credential	6.5	7.7
Doctorate	0.4	0.9
Other professional degree	2.2	3.1
Non-response	1.9	0.9
Error	0.7	1.0

It can be seen from Table B-4 that while a great many teachers have master's degrees or beyond, a good many have only their bachelor's. As the data were further broken down it indicated that many elementary teachers have taken a great deal of work beyond the bachelor's but have not bothered to take a master's. This pattern can be seen in the teachers at Nightingale. For both the state and the university it is clear that much still needs to be done to help teachers who might wish advanced degrees.

The Economic Position of the Students

TABLE B-7

ECONOMIC POSITION OF STUDENTS

(The economic position of my students is____)

Economic Position	Urban/Rural	California
Very low income	28.0	11.1
Very low - low income	12.0	8.2
Low income	49.9	28.1
Low-Middle income	0.3	0.1
Middle income	9.4	22.4
Upper middle income	0.3	3.8
Non-response	16.9	23.9
Error	--	0.2

Table B-7 indicates that the sample of teachers spans the range of income groups with the Urban/Rural teachers working more with very poor students than do the California teachers. This information will be commented on later.

Length of Time in Present Position

TABLE B-10

LENGTH OF TIME IN PRESENT POSITION

(I have been in my present position _____)

Years	Urban/Rural	California
0 - 1 year	13.2	11.5
2 - 3 years	21.2	15.7
4 - 9 years	32.8	33.7
10 - 14 years	13.4	18.7
Over 14 years	19.4	19.6
Non-response	0.9	0.9
Error	0.1	0.1

The interesting information from Table B-10 is the long service of teachers in the same school and in some cases the same classroom. Over thirty-eight percent of the California teachers have been more than ten years in the same place and only a little more than eleven percent have been in their present school for only a year or so.

TABLE B-11

LENGTH OF TIME IN EDUCATION

(I have been in education ______)

Years	Urban/Rural	California
0 - 1 year	4.3	2.2
2 - 3 years	8.9	7.6
4 - 9 years	35.7	27.6
10 - 14 years	14.8	21.0
Over 14 years	36.3	40.5
Non-response	1.2	1.1
Error	--	--

Table B-11 presents the amount of overall experience that the teachers have had. More than 61 percent of the California teachers have been in service more than ten years and over 40 percent more than fourteen years. Only 2 percent are in their first year or two of teaching. This information confirms a general impression that the great majority of teachers have had much experience. Most inservice offerings were originally designed for relatively inexperienced personnel. It may be that a major rethinking of the inservice system is necessary in order to reorient it toward a more experienced population. At the same time, with such a small number of inexperienced teachers in service there is danger that a new system might neglect them.

Intent to Remain in Teaching

TABLE B-12

INTENT TO REMAIN IN EDUCATION

(I expect to remain in education ________)

Plans	Urban/Rural	California
Short time (0-2 years)	6.1	7.0
Several years	42.5	43.5
Indefinitely	51.0	48.3
Non-response	1.9	1.1
Error	0.1	0.3

Table B-12 shows clearly that except for enforced retirement the present teacher population will be in service for some time to come. This information can be used to help justify an intensive reorientation of services for the more experienced personnel.

Amount of Assistance Given To Beginning Teachers

TABLE B-13

AMOUNT OF ASSISTANCE GIVEN TO BEGINNING TEACHERS

(When you first began teaching, how much assistance did you receive in learning to to teach effectively?)

Assistance	Urban/Rural	California
All needed	22.8	30.1
Less than needed	24.4	21.3
Very little	40.3	36.6
None	11.1	10.6
Not applicable	1.3	0.9
Non-response	0.7	0.5
Error	0.3	0.2

Table B-13 indicates the range of perceptions about assistance teachers received when they first began to teach. Most teachers felt they got less help than they needed. When these tables are cross-tabulated with data about years in service, no differences appear. That is, 70 percent of beginning teachers today report that they are receiving less help than they need as they are learning to teach.

Who Was Most Helpful to the Beginning Teachers

TABLE B-14

GROUP MOST HELPFUL TO BEGINNING TEACHERS

(Did you receive the most assistance from___?)

Most Helpful	Urban/Rural	California
Other teachers, principals	64.5	70.3
Supervisors or consultants	23.7	17.0
College Professors	6.3	4.6
Other	5.2	4.8
Non-response	4.4	3.1
Error	3.2	4.1

Table B-14 reports that the vast majority of teachers report that it is other teachers from whom they received the most help. Universities may not be surprised but will be distressed to learn how few teachers report having received their most help from college professors.

Agencies responsible for initiatives providing teacher centers, as well as county offices and districts will reflect on this picture to note how few of the teachers felt that their most helpful support personnel were supervisors or consultants. Essentially, the picture that emerges from these data is that the formal system of inservice education has worked for teachers much less effectively than the informal system of teacher to teacher assistance.

Amount of Assistance Received Currently

TABLE B-15

AMOUNT OF ASSISTANCE RECEIVED CURRENTLY BY TEACHERS

(In performing your present job, how much inservice help do you receive?)

Assistance	Urban/Rural	California
More than I can use	5.8	8.2
All I can use	13.6	13.1
Good amount	48.1	34.3
Very little	29.1	35.8
None	3.4	7.7
Non-response	1.3	0.5
Error	0.3	0.4

Table B-15 shows a considerable range of response. Many teachers believe they are receiving adequate assistance. However, a large number (over 40 percent) report that they are receiving very little or none. Agencies at all levels will be concerned with these data.

Who is Presently Giving the Most Help to Teachers

TABLE B-16

GROUP MOST HELPFUL TO TEACHERS

(Do you receive the most assistance from___)

Most helpful	Urban/Rural	California
Other teachers	45.8	62.2
Principals, supervisors or Consultants	35.9	21.1
College professors	6.8	3.6
Other	11.4	9.5
Non-response	4.5	3.1
Error	3.7	3.2

The data from Table B-16 report the assistance received when teachers are beginning to teach. The informal teacher-to-teacher system is providing more service than the formal system. Universities will be concerned that only 3.6 percent of the sample of teachers in Calfiornia judge that they are receiving the most assistance from college personnel.

Who Are the Most Effective Instructors Of Inservice Education

TABLE B-29

EFFECTIVE ISTE INSTRUCTOR

(Which have been the most effective--have taught you most?)

Most Effective	Urban/Rural	California
University Professors	37.8	24.6
District consultant or supervisors	21.6	13.2
Elementary/secondary teachers	24.4	45.5
School administrators	3.9	2.6
Professional organization personnel	6.5	8.3
Other	5.9	5.8
Non-response	5.6	5.3
Error	2.1	4.2

Table B-29 reports teachers' perceptions of who have been the most effective over the years for them. Teachers again head the list in California but university professors are mentioned by almost a quarter of the sample. School administrators are mentioned first by only 2.6 percent of the teachers and district consultants and supervisors by only 13.2 percent. This may suggest some reconsideration of the frequent claim that the principal's role is mainly to provide instructional leadership.

At this time when universities are being highly criticized for being irrelevant to school practice, these data provide some correction to that view. District administrators and supervisors who are quite close to the schools are not seen as having been the most effective instructors by many of the teachers.

Motivations for Participating In Inservice Education

TABLE B-30

MOTIVATIONS FOR ISTE PARTICIPATION

(We are interested in knowing your primary motivations for participating in inservice education ________)

Motivations	Urban/Rural	California
Improved teaching	59.2	53.4
Certification	4.1	3.2
Required	8.4	15.9
Paid to attend	4.3	0.5
Released time	1.0	2.4
Salary increements	2.8	7.2
Degree program	5.0	2.4
Job activity	9.8	7.9
Other	5.4	7.0
Non-response	4.8	3.7
Error	--	--

As exemplified in Table B-30 teachers who have been studied in this type of investigation consistently report "improved teaching" as the primary motivation. Certification has dropped considerably as a motivator. The requirement to participate has influenced about a sixth of the teachers. Pay, released time, salary increments and degrees rank relatively far down on the list.

How Frequently Has On-the-job Help Been Given in Conjunction with an Inservice Activity?

TABLE B-32

FREQUENCY OF ON-THE-JOB INSERVICE HELP

(How often have you received on-the-job help in conjunction with an inservice activity?)

Received on-the-job help	Urban/Rural	California
Always	4.4	2.5
Regularly	18.4	8.1
Sometimes	36.4	25.3
Rarely	20.3	30.0
Never	20.5	34.0
Non-response	2.8	2.9
Error	0.1	0.2

Table B-32 dramatically illustrates the infrequency of on-the-job follow-through to workshops and courses. Since it is well-known that transfer of inservice education to the classroom occurs only rarely without follow-up, these figures provide disturbing news for all agencies.

The Clinical Analysis of Teaching

Theoreticians of inservice education widely proclaim that effective staff development for teachers depends on observation in the classroom whether teacher of teacher or inservice instructor of teacher. Tables B-36, B-37 and B-38 indicate how infrequently teachers experienced clinical analysis of their teaching.

TABLE B-36

FREQUENCY OF TEACHING ANALYSIS WITH COLLEAGUE

(How frequently do you discuss your teaching with a colleague who has observed you_____?)

Analyze with Colleague	Urban/Rural	California
More than once each six months	40.5	40.3
At least once each six months	19.3	15.1
Once a year	17.8	14.7
Less than once a year	22.4	29.6
Non-response	7.4	4.8
Error	—	0.6

TABLE B-37

FREQUENCY OF TEACHING ANALYSIS WITH SUPERVISOR OR PRINCIPAL

(How frequently do you discuss your teaching with a supervisor or principal who has observed you _____?)

Analyze with Supervisor	Urban/Rural	California
More than once each six months	27.9	23.6
At least once each six months	23.8	25.0
Once a year	29.9	31.0
Less than once a year	18.5	20.1
Non-response	5.6	3.8
Error	--	0.4

TABLE B-38

FREQUENCY OF TEACHING ANALYSIS WITH COLLEGE INSTRUCTOR

(How frequently do you discuss your teaching
with a college instructor who has observed you___?)

Analyze with Professor	Urban/Rural	California
More than once each six months	6.8	2.6
At least once each six months	7.9	3.1
Once a year	14.4	5.7
Less than once a year	70.9	87.5
Non-response	15.8	13.1
Error	0.1	0.3

Experience shows that unless clinical analysis occurs regularly, a minimum of once every two or three weeks as a rule of thumb, it is relatively ineffective.

Feedback From This Type of Data

Data such as these can also be analyzed to determine whether the presence of various state and federal initiatives affect perceptions of inservice activity and how combinations of initiatives interact to generate different effects. For example, when a correlational analysis was made of the above data (see Appendix D-2) it appeared that size of community, age and experience of teacher, and urbanity and rurality of the site made relatively little difference. Higher levels of one kind of activity tended to be associated with higher levels of other kinds, suggesting that strong inservice programs are less dependent on the type of school or the age of teacher and more on the fact that increased levels of one kind tend to promote increased levels of other kinds.

The Study of an Initiative

The comparison of California to the Urban/Rural Sites (see Appendix D-2) provides an illustration of how a state agency can receive information about schools where an initiative is operating in comparison with schools where it is not operating. (Similar comparisons could be made for others of the initiatives described in Appendix A.) Table F-1 compares California and Urban/Rural teachers on sixteen variables. In the Urban/Rural sites resources for staff development were accompanied by devices to involve community members and teachers in cooperative decision making in inservice education. In fourteen of the sixteen variables the results of the comparison were favorable to the Urban/Rural Program, in one case no significant difference appeared and personal development-related inservice education favored the California teachers. The Urban/Rural schools operated in relatively low income schools. A further comparison between the Urban/Rural sample and teachers from California schools serving low income children who had been the recipient of a special initiative, still showed the Urban/Rural School program ahead, which could be taken to suggest that the Urban/Rural treatment had been more effective than the California initiative.

If a similar analysis were made for all of the initiatives operating in California schools it might be possible to determine better than at present which initiatives are associated with what kinds of results and to use the results for the redirection of initiatives.

SUMMARY

The formative feedback process begins with the orientation to the study and the formation of the task forces. As the task forces from each agency become aware of the kind of information that will be available from the study they should formulate questions which they should like to have answered. These questions will be transmitted to the data management team so that analyses can be prepared based on the questions. For example, a state agency may want to know how a specific initiative operates in elementary and secondary schools or in schools serving different kinds of populations. Or the agency may want the data organized in such a way that they might determine the kinds of technical assistance needed for schools which receive given initiatives. The data collection process itself begins the formative feedback cycle. Teachers interviewing other teachers will obtain a picture of one another's lives. Administrators, board members, representatives of intermediate agencies will begin to explore the situations within which other professionals work.

After the data are collected and given to the data management team the task forces at each level will begin to make further plans about the kind of information which will be most useful to them. In meetings with the data management team the task forces will discuss how to make the feedback as realistic as possible while protecting the privacy of individual informants. When the task forces receive the information from the data management unit they will need to decide how to feed it back to the members of their agencies. Finally, the agencies will reflect on the results and decide what should be done. The content analysis map is useful as a guide for such reflection. Categories of existing staff development become categories of possible activity. The nature of the internal and external system and their relationships become possible foci. For example, a university may find that it has an uneven place in the external system of the schools in its area, and that many teachers are not availing themselves of their services. The university may change its offerings and, in a subsequent round of data collection attempt to ascertain the effects of that change. A school may find that its faculty-wide and unit-wide staff development activities are relatively low. It may decide to place more energy in the development of collective inservice education and in a subsequent period of data collection examine the effects of their collective decisions on the activities of the individuals.

What is envisioned is a series of studies within studies. At regular intervals task forces will organize data collection and each kind of agency involved will formulate its questions and ask the data management team to provide information relevant to those questions. Thus, under the umbrella of a large-scale general study of staff development there will be nested dozens of what may be thought of as "special studies"--in reality special analyses of the data tailored to the needs of each agency and oriented around the questions they want answered.

As the formative feedback process gets underway and as the questions that are asked by each kind of agency are specified, then it will be possible to design analyses so that the questions asked can be answered. When data are grouped as in the last example above, it becomes clear how privacy can be protected.

SECTION VIII

PLANS FOR ACTION

These guidelines have been developed as part of (Phase I) of a larger, long-range plan of action (Phase II) for the evaluation and improvement of staff development in California schools. The background and history of the development of these guidelines may be seen in the RFP issued by the Office of Program Evaluation and Research, California State Department of Education, March 7, 1979 according to which these guidelines have been produced. (Appendix E).

These guidelines are the product of the Phase I effort and are now ready to be used in the mounting of the long-range longitudinal study which, if successful as envisioned, would become a regular, ongoing part of the state school system. The aim is to develop a program that will, through a series of interlocking studies of staff development, trace the effects of state and federal initiatives and of staff development efforts. The data from these studies will provide formative information to practitioners and policy makers in local school sites, district offices, school boards, regional and state agencies, and the legislature, with the expectation that they will use the information to make adjustments in staff development by redirecting initiatives and providing the conditions within which staff development can flourish.

With these guidelines available, Phase II can begin as originally envisioned. The system envisaged in Phase II would function in five levels throughout the state.

Each level is characterized by a different intensity in the data collection, number of sites and related factors as follows:

LEVELS OF THE EVALUATION SYSTEM

Level	Function	Approximate Number of Sites
Level One	A Research and Development Level	4-6
Level Two	An Intensive Case Study Level with data collection by local personnel who have received extensive training	20-40
Level Three	A Basic Case Study Level in which data are collected through interviews and inventories by local personnel	200-300
Level Four	A Survey Level containing an extensive sample of schools, perhaps 2000 in number	1000-2000
Level Five	A Minimum Survey Level in which selected personnel in every school in the state would be surveyed	2000 plus

In Phase II, these levels would have characteristics as described below.

1. The Research and Development Level

It is envisioned that further development will be needed to refine instruments and provide more effective formative feedback, and to extend the investigation to determine impact on specific teachers and subsequent effect on pupil learning. Thus, it will probably be necessary to continue intensive case studies of a small number of sites with highly trained investigators continuing to generate and improve methodologies.

2. An Intensive Case Study Level

Well-trained local personnel will follow the procedures created in the developmental phase to collect relatively complete information about the ecology of the school and the status of staff development within it. The number of sites in the intensive case study level should be sufficient to examine the effects of specific interventions designed to improve the local ecology. Some of these interventions will probably be facilitative in nature, that is, they will contain formative information and suggestions for improvements in local procedures. Others will be more direct, involving training of personnel to utilize specific strategies to increase the intensity and effectiveness of staff development. The third type of intervention will be the most intense, involving substantial retraining of local personnel. At this level the State Department will be able to experiment with and refine intervention strategies and determine their effects.

3. The Basic Case Study Level

This level will involve locally administered interviews and questionnaires to selected local personnel and will provide a partial picture of the ecology of staff development in 200 or more sites. As the reliability of these procedures increases, the precision of data collecting will more closely approximate that in the more intensive case study level, and will provide information for formative feedback to schools, districts, counties, and the state officials to help them to clarify their understanding of their local site operations and make decisions for improving them.

4. The Survey Level

At this level education personnel and others in several thousand local sites will be queried through questionnaires providing a picture of school climate, staff development activities and their effectiveness within the limits which can be provided through questionnaires alone. The results of these will also have some formative value and, interpreted in light of the case study levels, will permit a relatively accurate picture of staff development activities throughout the state.

5. All Schools

At this level, periodic inventories will be administered to samples of local personnel providing some of the information obtained at the survey level. Coordinated with the survey level it should permit relatively precise estimates of inservice activity throughout the state and the effects of initiatives as these are distributed differentially to local sites.

Decisions will need to be made at the state level as to how rapidly and how far into the levels of the evaluation system the project will embark in the school year 1979-80. The materials in these guidelines are sufficient to permit entrance into Level One and Level Two (with a limited number of sites). How rapidly entrance into Levels Three, Four, and Five can take place will depend upon the resources available. When these decisions have been made at the state level, the next step would be to begin training some task forces and data management units. The following section outlines the nature of such training, using that for a task force as an example.

GENERAL OUTLINE FOR TRAINING OF TASK FORCES

The materials contained in these guidelines are for use in orienting task forces and members of agencies to the purpose and design of inquiries into staff development, to prepare interviewers and task force members to deliver questionnaires and to orient persons to the feedback process.

The following is an illustration of a workshop to train a task force for its work. The goals: (1) to orient the task force members to the substance of the study, (2) to train them to carry out interviews and to take notes which can be used by the data management team, (3) to administer and retrieve the questionnaires and (4) to acquaint them with the procedures for giving feedback. The first round of workshops to inaugurate the state-wide study would need to be conducted by trainers who were thoroughly familiar with the materials in these guidelines. It is a task of training trainers. When a critical mass of trained task force and data management units is developed, they will be able to train new ones entering the system so that it thus becomes self-generating. An illustration of the outline of a three-day workshop follows: